



**This electronic thesis or dissertation has been
downloaded from Explore Bristol Research,
<http://research-information.bristol.ac.uk>**

Author:
Gould, Carrie

Title:
The increasing use of permanent exclusion by primary schools
a thematic analysis of the perceptions of school staff and Educational Psychologists

General rights

Access to the thesis is subject to the Creative Commons Attribution - NonCommercial-No Derivatives 4.0 International Public License. A copy of this may be found at <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode>. This license sets out your rights and the restrictions that apply to your access to the thesis so it is important you read this before proceeding.

Take down policy

Some pages of this thesis may have been removed for copyright restrictions prior to having it been deposited in Explore Bristol Research. However, if you have discovered material within the thesis that you consider to be unlawful e.g. breaches of copyright (either yours or that of a third party) or any other law, including but not limited to those relating to patent, trademark, confidentiality, data protection, obscenity, defamation, libel, then please contact collections-metadata@bristol.ac.uk and include the following information in your message:

- Your contact details
- Bibliographic details for the item, including a URL
- An outline nature of the complaint

Your claim will be investigated and, where appropriate, the item in question will be removed from public view as soon as possible.

The increasing use of permanent exclusion by primary schools: a thematic analysis of the perceptions of school staff and Educational Psychologists

Caroline Theresa Gould

A dissertation submitted to the University of Bristol in accordance with the requirements for the degree of Doctorate in Educational Psychology in the the Faculty of Policy Studies

September 2018

Word count 49,693

Abstract

This study explores the issue of increasing numbers of pupils being excluded from primary school. Permanent exclusion is high on the agenda, both in the local authority where the research took place and nationally.

There is a vast amount of literature relating to exclusion from school, although its focus tends to be on exclusion from secondary school. Previous research indicates that there are a range of interacting factors which lead to pupils being permanently excluded from school, and that different schools and areas have different rates of school exclusion. Previous research indicates that EPs may contribute to schools' work with pupils who are at risk of exclusion from primary school.

Thematic analysis was used to explore perceptions of twelve school staff and nine Educational Psychologists. The study focuses on two areas: perceptions related to the reasons for increasing numbers of pupils being excluded from primary school, and how Educational Psychologists might support schools to reduce the numbers of pupils being excluded from primary school.

Three main themes are identified related to the reasons for increasing numbers of primary school exclusion: the changing educational landscape; systems of non-mainstream provision and changing demands of school staff. Educational Psychologists might support primary schools to reduce the numbers of pupils excluded from primary school, focussing at national, local authority and school level.

The current study supports previous research which suggests that primary school exclusion is caused by a range of interactive factors. Tension around the issue of inclusion is a key factor in the increasing numbers of pupils being excluded from primary school. Through Educational Psychologists explicitly measuring their impact in relation to subsequent fixed term or permanent exclusion of pupils, Educational Psychologists will be able to develop a clearer evidence base of the way that their approaches support primary schools to reduce exclusion.

Acknowledgements

Thank you to the school staff and Educational Psychologists who gave their time to be interviewed as part of this study.

Thank you to my supervisors, Professor Pauline Heslop and Carmel Hand, and to all the tutors on the Bristol University team, particularly Dr Rob Green and Dr Jak Lee.

Thank you to the EPS team, especially my placement supervisors, Jodie and Georgina. Thank you to Harriet and Eleanor for your excellent transcribing skills. Thank you to my fellow trainees, it has been fantastic training with you over the last three years.

I am indebted to my friends and family. Mum and Dad your unwavering belief in me and support with everything has made completing this dissertation possible. My sister Ellie, for your insight. My brothers Joe and Dan, for always providing alternative perspectives. My sisters-in-law, Trudi and Kristin, for your understanding. My oldest friends, Cat, Jo and Jay – you have all kept me going.

Thanks to my children Alex and Lottie. You were only eight and six when I started training to be an EP. You are both wonderful. Finally, thanks to my husband Matt. I started this for me but I finished it because of you.

Author's Declaration

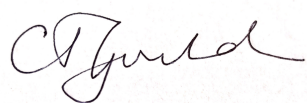
I declare that the work carried out in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Research Degree Programmes and that it has not been submitted for any other academic award.

Except where indicated by specific reference in the text, the work is the candidate's own work.

Work done in collaboration with, or with the assistance of, others, is indicated as such.

Any views expressed in the dissertation are those of the author.

Signed.....

A handwritten signature in black ink, appearing to read 'C. Gould', is written over a light blue rectangular background.

..... Date.....28/8/2018.....

Table of contents

Introduction	1
Overview.....	1
Background to the study	1
Definitions of permanent exclusion and fixed term exclusion	2
The current situation with primary school exclusion	2
Who are the excluded pupils?	3
The impact of exclusion	4
Exclusion since the 1990s	5
Key legislation.....	6
The purpose of exclusion	7
Reasons for exclusion.....	7
Legislation related to inclusion	8
The Equality Act 2010.....	9
The United Nations Convention on Children’s Rights (UNCRC)	10
Rationale for thesis approach.....	11
Relevant inquiries and government reports	11
Inclusion and interventions to support pupils with Special Educational Needs (SEN).....	13
Relevance of permanent school exclusion to EPs.....	14
Epistemological stance / methodological orientation	15
Introduction summary and outline of the structure of the dissertation	15
Chapter 1 Literature Review	17
Introduction.....	17
Literature review 1: Research related to the reasons for school exclusion	17
1. Risk factors associated with pupils who are excluded from school	18
1.1 Interaction of risk factors.....	19
2. Factors that impact on schools when they exclude pupils	21
2.1 Tensions between policies: ‘performative pressures’ and ‘inclusion’	22
2.2 Race and exclusion from school: policy and practice interwoven	24
2.3 Research related to non-mainstream provision for pupils	26
3. Factors that impact on schools when they exclude pupils: school processes	27
3.1 Perspectives of pupils	27
3.2 Schools’ attempts to integrate pupils	28
3.3 Schools working with parents	29
3.4 Teachers’ ability to respond to behaviour	31
3.5 Research related to perceptions of exclusion	33
Summary of literature review 1.....	35
Literature review 2: Strategies and interventions to reduce exclusion from school.....	37
1. Targeted approaches involving 1:1 and group work.....	38
Overview	38
1.1 Intervention involving 1:1 and group work.....	39
1.2 Interventions involving group work	40
2. Targeted approaches with parents of children at risk of exclusion	43
Overview	43
2.1 Interventions involving externally based professionals	43
2.2 Approaches involving external professionals based in schools	44
2.3 Classes aimed at parents.....	46
3. Strategies involving school systems.....	46
Overview	46
3.1 Curriculum based	47
3.2 School behaviour strategies.....	48
3.3 Classroom based approaches.....	49

4. Strategies involving the local authority	50
Overview	50
4.1 LA strategies for children looked after by the local authority	50
4.2 Developing Inclusive systems within schools in the local authority	51
4.3 Managed moves.....	52
Summary of literature review 2.....	54
Chapter 2 Methodology	56
Introduction.....	56
Ontological and epistemological considerations	57
Ontology	57
Epistemology.....	58
Methodology	58
Alternative approaches considered.....	59
Case study.....	59
Grounded Theory.....	60
Thematic analysis	60
Methods	61
Setting and participant recruitment process	61
Contextual information about the schools	61
Recruitment of the settings	61
Sampling strategy.....	61
Recruitment of participants.....	63
Development of topic guides	64
Approach to data analysis.....	65
Data analysis	66
Changes in analysis strategy	68
Trustworthiness and validity	69
Ethical considerations.....	70
Specific ethical issues.....	72
Chapter 3 Research findings.....	75
Introduction.....	75
Educational staff profiles	75
EP service overview and EP profiles.....	76
Section 1 Reasons for the apparent rise in primary school exclusions.....	77
The theoretical nature of the Venn diagram	77
Changing educational landscape	79
Performative pressures	80
Reduced resources	81
Curriculum changes.....	83
Systems of non-mainstream provision	84
Support for pupils with SEND	87
Local authority systems.....	88
Changing demands of school staff skills.....	90
Changes in staff relations with parents.....	91
Changing home life of increasing numbers of pupils	93
Changes in younger pupils' readiness for school	96
Summary of key findings related to perceptions of the reasons for increased numbers of permanent exclusion from primary school.....	98
Section 2: EPs supporting primary schools to reduce permanent exclusion.....	99
National level	99
Local authority level.....	100
Systemic approaches.....	100
Alternative Provision Focus.....	102
Early Years focus	103

Specialist provision for KS1	104
School level	105
Systemic approaches.....	105
Building school systems	106
Training	107
Traded services	108
Supporting staff	109
Consultation, problem solving and time with the EP	109
Relationship as link EP.....	112
Supervision	113
EP and behaviour / SEN	114
Early EP involvement.....	115
Quicker EP availability and impact	116
Supporting schools to navigate the LA system.....	117
Research.....	118
Focused resources on exclusion.....	118
Direct work with pupils	119
Family work.....	119
Therapeutic work	120
Longer term work with excluded children	121
Summary of key findings related to how EPs might support primary schools to reduce permanent exclusion	122
Chapter 4 Discussion and concluding comments.....	123
Introduction.....	123
Aim and research questions	123
Section 1: RQ 1 Reasons for the increase in primary school exclusions	124
Overview of findings for research question 1	124
Summary of the school focused theory of exclusion development.....	124
Changing educational landscape	125
Systems of non-mainstream provision	129
Changing demands of staff skills.....	132
Comparison between primary schools and secondary schools.....	134
Section 2: RQ 2 The possible contribution of EPs to reducing primary school exclusion	136
Overview of findings for research question 2	136
National level	136
Local authority level.....	137
School level	138
Consultation	139
Assessment	140
Intervention	141
Training	143
Research.....	143
Summary of discussion of RQ 2	144
Evaluation of the study.....	144
Strengths and limitations of the study.....	144
Unique contribution of the study	147
Concluding comments and opportunities for further research.....	147
Concluding comments	147
Implications for EP practice	148
Opportunities for further research	148
References.....	150
Appendices.....	162

Table of figures

Figure 1: Summary of the pathways to severe and persistent conduct problems.....	20
Figure 2: Interaction of factors related to the reasons for school exclusion	36
Figure 3: Braun and Clark's (2006) six phase model of thematic analysis.....	66
Figure 4: Ethical issues and how to address the issue.....	73
Figure 5: Interaction of factors related to the reasons for school exclusion	77
Figure 6: The three main themes contributing to increasing primary exclusion	78
Figure 7: 'Changing educational landscape' theme and subordinate themes	79
Figure 8: 'Systems of non-mainstream provision' theme and subordinate themes	84
Figure 9: 'Changing demands of staff skills' theme and subordinate themes.....	90
Figure 10: The three main themes related to EPs supporting primary schools to reduce exclusion ...	99
Figure 11: Local authority level themes	100
Figure 12: School level themes and subordinate themes related to EPs supporting primary schools	105

Appendices

Appendix 1 Statistics related to exclusion from school.....	162
Appendix 2 Summary of the reasons for exclusion.....	164
Appendix 3 Statistics for the reasons for permanent exclusion 2016/17	166
Appendix 4 OCC recommendations and government response	169
Appendix 5 Conclusions and recommendations from ‘Forgotten children: alternative provision and the scandal of ever increasing exclusions’ (HC, 2018, p40-43).....	174
Appendix 6 SEND Code of Practice definitions of SEN	178
Appendix 7 Standards related to psychologists and EP training	179
Appendix 8 Literature review 1: Tabulation of search terms and databases.....	180
Appendix 9 Literature review 1: Inclusion and exclusion criteria	182
Appendix 10 Literature review 1: Flow chart of studies	183
Appendix 11 Literature review 2: Tabulation of search terms and databases.....	184
Appendix 12 Literature review 2: Inclusion and exclusion criteria	186
Appendix 13 Literature review 2: Flow chart of studies	187
Appendix 14 Text of email to head teachers.....	188
Appendix 15 School staff participant information sheet	189
Appendix 16 School staff expression of interest form	191
Appendix 17 Text of email to EPs.....	192
Appendix 18 EP participant information sheet	193
Appendix 19 EP Expression of interest form	195
Appendix 20 Consent form.....	196
Appendix 21 Topic guide	197
Appendix 22 Transcription guide	198
Appendix 23 Sample of coded transcript	199
Appendix 24 Sample of codes and themes	203
Appendix 25 Extracts from reflexivity journal.....	207

Introduction

Overview

This chapter opens with an explanation of my interest in primary school exclusion. Then, definitions of permanent exclusion and fixed term exclusion are provided. After that, key current statistics around primary school exclusion are summarised. Next, there follows a summary of who the excluded pupils are and the longer term impact of exclusion from school. Then, the issue of primary school exclusion since the 1990s is summarised. Key legislation is briefly explored, with reference to the purpose of exclusion from school, the reasons for exclusion from school and legislation related to inclusion. A rationale for the thesis is developed drawing on relevant inquiries and government reports, interventions to support pupils with Special Educational Needs (SEN) and the significance of school exclusion to the role of the Educational Psychologist (EP). An outline of the epistemological stance and methodological orientation taken in the research is presented. Finally, the aims of the research and an overview of the other chapters in the study close the introduction.

Background to the study

A Senior EP, employed by the local authority where I was completing my EP training, suggested that exploring what school staff and EPs thought were the reasons for increasing school exclusion was an area of research that would be particularly useful to the Educational Psychology Service. This was because the local authority had a higher rate of exclusion than other local authorities in the region (Appendix 1 Table 3).

As a trainee EP on a second year placement, one of the first cases in which I was involved was a year 5 pupil who had a Statement of Special Education Needs, with his main need being around Social, Emotional and Mental Health. Seven months after I contributed to an emergency review meeting called by the Head Teacher of the child's mainstream primary school, and attended by the child's mother and a range of co-professionals, the pupil was permanently excluded. The pupil attended alternative provision for over six months and during this time there was a marked deterioration in his engagement with education along with an increase in the behaviours for which he was permanently excluded. My experience of working with the pupil and those involved with his life convinced me that the current education system contributed to an escalation of the behaviours that led to his exclusion.

Previous experience of working in an urban secondary school as Lead Teacher for Inclusion, also informed my understanding of issues related to fixed term exclusion and permanent exclusion more generally. It seemed to me that the situations facing primary school pupils were different to those of their older peers, and as my initial literature searches demonstrated, primary school exclusion is a less researched area than secondary school exclusion. Permanent exclusion from primary school became an area that I was keen to understand in more depth.

The pupil described above is part of a wider picture of increasing numbers of primary school exclusions nationally. This study explores how the reasons for the rise in primary school exclusion are understood by school staff and EPs. It aims to identify opportunities for how EPs might support primary school staff to reduce exclusion.

Definitions of permanent exclusion and fixed term exclusion

The Education Act 2002 states that “a head teacher may exclude a child from school either for a fixed period or permanently” (Education Act 2002, s52.1). A permanent exclusion means that the pupil who is excluded will not attend the education setting again and is taken off the school roll (DfE, 2018a, p3).

A fixed period exclusion, also known as a “fixed term exclusion” (FTE) means that the child is not allowed to attend the school for a limited period of time. For an FTE of up to five days, the school must set work for the child to complete at home. If the FTE is longer than five school days, the school must organise appropriate full-time education from the sixth school day. Fixed period exclusion can occur more than once, with a limit of forty-five school days in a single academic year (DfE, 2018a, p3).

The current situation with primary school exclusion

Nationally, the numbers of pupils who are being permanently excluded from primary school has been increasing since 2012/13 (Appendix 1 Table 1). The numbers are concerning: in 2012/13, 665 pupils were permanently excluded. In 2016/17, 1,255 pupils were permanently excluded. However, between 2012/13 and 2015/16, the exclusion rate remained at a steady 0.02 percent. The exclusion rate is “a percentage of the total number of sole and dual main registered pupils on roll on the January census day during an academic year” (DfE, 2017a, p9). Consequently, the exclusion rate

allows for changes in pupil population. The rate of permanent exclusion from primary school rose nationally for the first time in four years in 2016/17, to 0.03 percent.

The research for this thesis was conducted in a local authority located in the South West of England. Permanent exclusion from primary school rates for the region were at a steady 0.02 percent from 2012/13 to 2014/15, then increased to 0.03% in 2015/16, and increased again to 0.04 percent in 2016/17 (Appendix 1 Table 2).

Rates of permanent exclusion from primary school exclusion in the local authority where the study was located decreased from 0.07 percent to 0.05 percent from 2015/16 to 2016/17 (Appendix 1 Table 3). In 2015/16, thirty-one pupils were excluded and in 2016/17, twenty-four pupils were permanently excluded. The exclusion rate for the local authority remained slightly higher than the rate of primary school permanent exclusion for the region as a whole and higher than the national exclusion rate.

Schools are required to report the main reason for an exclusion and these are summarized in Appendix 2. “Persistent disruptive behaviour” has consistently been the most common reason for both permanent exclusion and FTE, across all education settings. In the most recent data applying to the academic year 2016/17, this accounts for 35.7% of the reasons for exclusion (DfEa, 2018). “Physical assault against a pupil” then “verbal assault against an adult” are the next most commonly identified reasons for exclusion in 2016/17 (DfEa, 2018). Statistics relating to the most recent data are summarised in Appendix 3 Table 1.

Who are the excluded pupils?

The most recent statistical data pertaining to school exclusion relates to 2016/17. It identifies a “similar pattern by pupil characteristics to previous years” (DfE, 2018a, p6). The permanent exclusion rate for boys was over three times higher than for girls (DfE, 2018a, p6). Disadvantaged pupils (measured by entitlement to free school meals), made up 40 percent of all permanent exclusions (DfE, 2018a, p6), but were 14.1 percent of the primary school population (DfE, 2017b, p6) and 12.9 percent of the secondary school population (DfE, 2017b, p6). Pupils with identified Special Educational Needs (SEN) were 46.7 percent of all permanent exclusions (DfE, 2018a, p6), but were 14.4 percent of the school population across all schools (DfE, 2017c, p6). The highest rates of permanent exclusion and FTE were among Pupils of Gypsy/Roma and Traveller of Irish Heritage (DfE,

2018a, p7). Pupils from Black Caribbean backgrounds had a permanent exclusion rate nearly three times that of the school population as a whole (DfE, 2018a, p7).

The SEN which are identified nationally by the data related to 2016/17 state that pupils with identified Social, Emotional and Mental Health needs have the highest number of exclusions (rate of 1.09 percent), followed by pupils with a Specific Learning Difficulty (rate of 0.20 percent), Visual Impairment (rate of 0.13 percent), and Autism (rate of 0.08 percent). This information is summarised in Appendix 3 Table 2.

The impact of exclusion

Permanent exclusion can have a short term psychological impact on pupils, such as an exacerbation of underlying mental health issues, thus anxiety, low mood, confidence and attachment issues can be exacerbated and behaviour issues can increase (Parker et al., 2016, p141). Parents and families can experience considerable stress and pressure during the exclusion process and following their exclusion from school (McDonald and Thomas, 2003; Parker et al., 2016; Smith, 2009).

One percent of pupils who are excluded and take their exams at alternative provisions get five good GCSE grades, including English and maths, compared to forty-seven percent of pupils nationally (DfE, 2018b). Limited subsequent education opportunities have been identified too, with thirty percent of excluded young people achieving level 2 qualifications (qualifications needed for vocational roles) by the age of twenty, compared to eighty-seven percent of young people who had not been excluded from school, who reached the qualifications by age twenty (DfE, 2011a).

In the long term, school exclusion has been associated with “poor mental health, substance abuse, antisocial behaviour, crime, low educational achievement, unemployment and homelessness” (Paget and Edmond, 2016, p11). 42% of prisoners had experienced permanent exclusion from school, according to a longitudinal study, and these prisoners were more likely to offend again (MoJ, 2012).

Exclusion from school also has a wider financial cost to society for educational disengagement, including childhood mental health difficulties and social exclusion (Paget and Edmond, 2016, p11). A report by the Institute for Public Policy Research (IPPR) estimated the cost of school exclusion as £370,000 in additional education, benefits, healthcare and criminal justice costs per young person across a lifetime (Gill, 2017, p22). This means that there is a £2.1 billion cost for each year’s group of young people who are excluded from school (Gill, 2017, p23).

Exclusion since the 1990s

Nationally, school exclusion was at its height during the 1990s. There is a greater volume of research into primary school exclusion that was carried out during this period (Hayden, 1994, 1998; Hayden and Ward, 1996; Lawrence, 1997). Reducing social exclusion was a key policy area for the Labour government when it came to power in 1997. The Social Exclusion Unit was set up in 1997, to provide a cross departmental approach to aspects of social exclusion, which included a focus on truancy and school exclusion (Levitas et al., 2007). Social exclusion was also tackled when the 'Every Child Matters' (ECM) programme was introduced, because it aimed to give all children the support they need to:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being (DfES, 2004, p9).

The strategic overview of the ECM programme was to affect system change through more integrated frontline services which emphasised joint working (DfES, 2004, p12). In 1999, the number of permanent exclusions and the exclusion rate started to fall for the first time since 1990, with government statistics showing a decrease of 15% between 1998/99 and 1999/00 (Ofsted, 2005). Statistics related to the numbers of pupils who have been excluded from school over the last two decades indicate that changes have occurred in the use of exclusion: in 1997/98 there were 12,298 exclusions recorded in all schools at a rate of 0.16% (DfES, 2001). In 2016/2017 the number was 7720 in all schools, with a rate of 0.10%. However, as highlighted on page 2, overall the rates of pupils excluded from school, although not at the levels of the 1990s, have been increasing since 2012. Although primary schools have always had a much lower rate of permanent exclusion than secondary schools, the rate of permanent exclusion from primary schools in 2016/17 is now the same as 1998/1999 at 0.03%.

A range of factors have been suggested for the overall fall in numbers during the late 1990s, including: targets to reduce exclusion set by government; focused approaches of local authorities where high numbers of children from black and minority ethnic backgrounds were excluded and additional funding for school-based support for pupils who were at risk of exclusion (Frederickson and Cline, 2009, p416). There is now a greater range of alternatives to permanent exclusion, such as

managed moves (where a pupil at risk of exclusion begins an arranged attendance at a new school), referrals to alternative provision and on-site 'internal exclusion units', which are changes to the ways of responding to the behaviour of pupils who may be at risk of permanent exclusion (Menzies and Baars, 2015; Ogg and Kaill, 2010). Even with the fall in exclusions over the early part of the twenty-first century, it was argued that the very existence of school exclusion "makes a mockery of Every Child Matters" (Parsons, 2009, p.1).

The ECM programme and its strategies were archived by the coalition government in 2010, and policies linked to education where the power of the local authority decreased were introduced with academies and free schools answering directly to the DfE. The broader context for this study of school exclusion is within the growth of neoliberalism. As I have commented in a previous professional doctoral assignment (Gould, 2017), it has been observed that education which respects diversity and supports empowerment and socioeconomic justice 'must be in correspondence with societies that are characterized by these ideals, goals, actions, and realities' (Brosio, 2006, p.xi). Arguably, neoliberalism does not promote equality; its roots are in developing competitive markets in all areas of public life (Springer et al, 2016, p.2).

Key legislation

Guidance about key legislation governing the exclusion of pupils from schools is provided by the DfE. Guidance relates to the following legislation:

- the Education Act 2002, as amended by the Education Act 2011;
 - the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
 - the Education and Inspections Act 2006;
 - the Education Act 1996; and
 - the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.
- (DfE, 2017a, p5)

Several aspects of legislation can inform an understanding of the issues related to primary school exclusion, namely: the purpose of exclusion; the reasons why a pupil may be excluded; and broader legislation.

The purpose of exclusion

The purpose of exclusion is explained in the legislation as being part of a school's behaviour policy, where exclusion is the ultimate response of an education setting to a pupil's behaviour: to remove them from the setting. The purpose of the behaviour policy is part of the Education and Inspections Act, 2006:

Determination by head teacher of behaviour policy

- (1) The head teacher of a relevant school must determine measures to be taken with a view to—
- (a) promoting, among pupils, self-discipline and proper regard for authority,
 - (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
 - (c) securing that the standard of behaviour of pupils is acceptable,
 - (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
 - (e) otherwise regulating the conduct of pupils.

Education and Inspections Act, 2006, section 89 (1)

Some of the language used within this legislation such as 'proper regard', 'respect' and 'acceptable' is open to interpretation. This may influence the use of school exclusion by head teachers. Different schools have different behaviour policies and differing exclusion rates. Consequently, behaviour which may be 'acceptable' in one setting may not be 'acceptable' in another, so could lead to exclusion in some cases.

Reasons for exclusion

According to the Education Act 2002, the reasons for an exclusion need to be around 'disciplinary grounds' (Education Act 2002, s52.10). The DfE clarifies that 'disciplinary grounds' means:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (DfE, 2017a, p.10)

In the legislation, exclusion is a punitive response. This raises issues around whether punishment is the best response to the behaviour of the excluded pupils and the extent to which pupils themselves are responsible for their own actions. When data around the specific pupils who are excluded is explored, (pages 3-4 above), there are clear long term patterns about the types of pupil who are excluded. The school exclusion process can be seen to reflect wider issues around social exclusion.

Legislation related to inclusion

Inclusion is a key issue related to school exclusion, but the meaning of inclusion is evolving. The Warnock Report in 1978, argued that all children belonged together in mainstream education and underpinned the Education Act 1981. Previously, categories such as “maladjusted” and “educationally subnormal” had been used to describe pupils, who were educated in specialist provision (Macbeath et al., 2006). The Education Act 1981 stipulated that all pupils should be educated together in mainstream settings. Warnock (2005) subsequently changed her approach to inclusion. She suggested that inclusion should mean that all pupils “should be included under the common educational project, not that they should be included under one roof” (Warnock, 2005, p37). Part of her reasoning was related to the high rates of permanent exclusion from school, which suggested that mainstream education was not working for a proportion of pupils.

Although the meaning of inclusion is evolving, the legislation related to where pupils attend school can seem to be conflicting. For example, the SEND Code of Practice 2015 is enshrined in the Children’s Act 2014. In the SEND Code of Practice 2015, parents have a right to name the school which they would like their child to attend, be this specialist provision or a mainstream setting (p28). At the same time, the SEND Code of Practice 2015 refers to the UK Government’s commitment to the inclusive education of disabled children and young people, citing the way that The Children and Families Act 2014 secures the “general presumption in law of mainstream education” (SEND Code of Practice, 2015, p23). The SEND Code of Practice 2015 also refers to the Equality Act 2010, and the way that it protects disabled people from discrimination (p16).

The Equality Act 2010

The Equality Act 2010, lists the protected characteristics to which the legislation refers:

The protected characteristics

The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The Equality Act 2010, section 4

Direct discrimination occurs when a person treats another person less favourably than they treat or would treat another because of a protected characteristic (Equality Act 2010, Section 13). For example, a disabled pupil being excluded for longer than a non-disabled pupil, for similar behaviour. Direct discrimination has also occurred if a school has not made “reasonable adjustments” (Equality Act 2010, Sections 20-21). This only applies to disabled people and “A child who has been identified as having special educational needs is not necessarily disabled for the purposes of the Act.” (Office for Disability Issues, 2011, p7).

A recent court ruling by Judge Alison Rowley on 8th August 2018 is expected to have a significant impact on the way that schools are able to exclude pupils with SEN related to their behaviour. As documented in *C & C v The Governing Body of a School, The Secretary of State (First Interested Party) and the National Autistic Society (Second Interested Party) (SEN) [2018]*, an appeal was brought by the parents of a 13-year-old boy who had been fixed term excluded from primary school due to behaviour that was linked to his autism. Before the ruling, pupils were not treated as ‘disabled’ and lost their protection from discrimination under equality laws when challenging behaviour was said to include ‘a tendency to physically abuse’. However, Judge Rowley stated:

“In my judgment the Secretary of State has failed to justify maintaining in force a provision which excludes from the ambit of the protection of the Equality Act children whose behaviour in school is a manifestation of the very condition which calls for special educational provision to be made for them...to my mind, it is repugnant to define as ‘criminal or anti-social’ the effect of the behaviour of children whose condition (through no

fault of their own) manifests itself in particular ways so as to justify treating them differently from children whose condition has other manifestations.”

HM Courts and Tribunals Service (2018), section 90, p20

The implications of this ruling are that it is likely to put greater onus on schools and local authorities to ensure that “reasonable adjustments” are made to support pupils who have an SEN which may include physical aggression, and justify that the use of exclusion is a “proportionate” response. The conditions of autism and ADHD were specifically referred to as part of the ruling. The longer term impact of this ruling remains to be seen, but has been welcomed by the National Autistic Society and the Equality and Human Rights Commission.

Indirect discrimination occurs if the exclusion has a disproportionate adverse impact on a group with a protected characteristic, without any justification and is not proportionate for achieving a legitimate aim (Equality Act 2010, Section 19). Specific guidance for schools relating to their duties under the act has been produced by the Equality and Human Rights Commission (2014). It suggests that schools need to use the general equality duty to ensure that their school processes promote equality (Equality and Human Rights Commission, 2014, p13). Schools should take a proactive approach to identifying patterns of school exclusions and work with parents, staff and pupils to identify how approaches could be developed which prevent particular groups of pupils being excluded from school (Equality and Human Rights Commission, 2014, p13-14).

[The United Nations Convention on Children’s Rights \(UNCRC\)](#)

The UNCRC was ratified by the British Government in 1990. It enshrines a range of rights, relating to three main areas: provision (of food, shelter, accommodation), protection (from harm) and participation (in decisions which are made which affect children and young people). Articles 3 and 12 are particularly relevant to school exclusion. When Judge Alison Rowley changed the way that pupils with SEND would be protected through the Equality Act 2010 in her ruling of the 8th August 2018, her summary stated that she was confident that her ruling was in line with the UNCRC (HM Courts and Tribunals Service, 2018, Section 92, p20).

Article 3(1) UNCRC: *In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.*

Under the UNCRC the Government is obliged to protect children's rights in any way it can. However, as Ferguson and Webber (2015) observe, the "best interests" of the excluded pupils, do not seem to be an aspect which is considered in the legislation relating to school exclusion. This may change to some extent, for some pupils, in light of Judge Rowley's 2018 ruling.

Article 12(1) UNCRC: States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

The current law on exclusion in England has been criticised because it does not comply with Article 12 above (OCC, 2013a, 2013b; Ferguson and Webber, 2015). There is a lack of an independent right of appeal for the pupil (Harris, 2000, 2002). Although statutory guidance encourages Head Teachers, governors and Independent Review Panels to listen to pupils, pupils do not have a "right" to be heard that they can exercise independently, as required by the law. Instead, an adult needs to be willing to intervene on behalf of the child (Ferguson and Webber, 2015, p23).

Rationale for thesis approach

Inquiries and government reports are an important strand in understanding the issues pertaining to permanent exclusion from school. Key grey literature will be identified below.

Relevant inquiries and government reports

The Office of the Children's Commissioner (OCC) was created in the Children's Act (2004) and is embedded in the United Nations Convention on the Rights of the Child (1990), to promote the views and interests of children (OCC, 2012, p3). Part of its role includes conducting inquiries which are informed by the perspectives of children and young people. The government has a statutory duty to respond to OCC inquiries.

Three reports related to school exclusion have been produced (OCC, 2012, 2013a, 2013b). In the initial report, the OCC suggested that "There should be a presumption against permanent exclusions from primary schools. No primary school should permanently exclude a child in Reception or Key Stage 1". (OCC, 2012, p32). All the reports highlighted the differing use of permanent exclusion by different schools. The inquiry and government response are summarised in Appendix 4.

Likewise, Ofsted has recognised differing exclusion rates between schools. In a report focussing on ensuring children from Roma backgrounds achieve in education (Ofsted, 2014), the authors identified how pupils at risk of exclusion had been supported at some schools, and their exclusion rates have been reduced. Ofsted reports relating to behaviour such as ‘Supporting Children with challenging behaviour through a nurture group approach’ (Ofsted, 2011) identified the positive impact of a nurture group approach. The report referred to previous Ofsted research ‘The exclusion from school of children aged four to seven’, (Ofsted, 2009). It found that using nurture groups within a wider nurturing environment, was one of the ways in which some primary schools avoided using exclusion (Ofsted, 2009, p4). Other strategies included Social and Emotional Aspects of Learning (which had been part of the Primary National Strategy) and Circle Time based approaches (Ofsted, 2009, p22).

A recent report by the Education Select Committee (2018) made a range of conclusions and recommendations based on its inquiry, called, ‘Forgotten Children: Alternative Provision and the Scandal of ever increasing exclusions’ (HC, 2018). The issue of school exclusion was linked with wider issues of provision and educational settings. Furthermore, the recommendations of the Education Select Committee echo broader issues related to exclusion from school, from earlier recommendations of the OCC (2013a, 2013b) which were linked to inclusion:

“The Government and Ofsted should introduce an inclusion measure or criteria that sits within schools to incentivise schools to be more inclusive” (HC, 2018, p40).

The report suggested that a more active role of government and local authorities is necessary to tackle the issue of school exclusion and parents should be given more support during the exclusion process. The thirty-three recommendations are summarised in Appendix 5.

The Education Select Committee report (HC, 2018) made three references to areas which should be investigated as part of a current review of school exclusion, which is being led by Edward Timpson. These related to three key issues:

1. Exploring trends in exclusion by school type, location and pupil demographics;
2. Whether financial pressures and accountability measures are preventing schools from providing early intervention support and contributing to the exclusion crisis;
3. Identifying who has who has responsibility for excluded children (HC, 2018, p41).

The Timpson Exclusions Review was launched by the DfE in March 2018, and is scheduled to report by the end of 2018. It will aim to explore how Head Teachers use exclusion, and why some groups of

pupils are more likely to be excluded (DfE, 2018c, p6). The terms of reference identify that although all state funded schools are operating under the same legislation, “there are differences in exclusion rates between schools, areas of the country, and pupils with different characteristics” (DfE, 2018c, p5). Consequently, the review aims to “examine the factors that drive those differences and explore and evaluate best practice for those areas where the disparities are less significant” (DfE, 2018c, p5).

To summarise, reports from the OCC, Ofsted, The Education Select Committee and the Timpson Exclusions Review terms of reference, indicate that school exclusion is an important contemporary area of research and that different schools and areas use exclusion differently.

Inclusion and interventions to support pupils with Special Educational Needs (SEN)

My study will not just focus on school exclusion related to pupils with an identified SEN. This is because I want to have a broader understanding of what is happening with pupils who are excluded from school, rather than solely focussing on a particular group. At the same time, as summarised on page 4 above, pupils with SEN are disproportionately represented in the exclusion statistics, consequently interventions to support pupils with SEN are pertinent to this thesis.

Not all pupils with SEN have an Education, Health and Care Plan (EHCP). The SEND Code of Practice 2015 definition of SEN is provided in Appendix 6. A ‘graduated response’ to pupils’ needs is described in the SEND Code of Practice 2015, whereby schools have to publish detailed information about how they identify, assess and make appropriate provision for pupils with SEND (SEND Code of Practice, 2015, p69). This school based information should elaborate on the information published in the ‘Local Offer’ which is published information at local authority wide level. The ‘plan-do-review’ process through which settings respond to pupils, means that interventions and strategies are planned, then carried out with pupils, then their impact is reviewed, so the ‘plan-do-review’ process becomes tailored to suit the needs of the individual pupil and is a graduated response because different pupils require different amounts of support. Some SEN may be supported in schools without an EHCP, and these pupils are identified as ‘SEN Support’ (SEND Code of Practice, 2015, p100).

A report produced by the DfE (Dfe, 2017d) suggested a range of interventions for pupils who are identified as SEN Support, but do not have an EHCP (DfE, 2017d, p6). Over 1000 papers were reviewed, with 500 meeting the criteria for inclusion. My purpose in identifying the breadth of

evidence based approaches which can be taken to supporting the needs of pupils with SEN, is to acknowledge that these interventions are also part of the ways that schools can support pupils, meet their needs and be inclusive settings. My experience of working in schools has led me to believe that if pupils are not having their needs met, it can impact on their behaviour in the classroom. However, it is beyond the scope of this thesis to explore every single intervention that may impact on the extent to which pupils with SEND may be having their needs met. Consequently, I will identify interventions and strategies that specifically refer to pupils at risk of exclusion in Chapter 1.

Relevance of permanent school exclusion to EPs.

School exclusion is relevant to EPs because of the high proportion of pupils with SEND who are excluded and because school exclusion is part of a wider issue of social exclusion. The Health and Care Professions Council (HCPC) Standards of Proficiency (HCPC, 2015) and the Standards for the accreditation of educational psychology training in England (BPS, 2017a) include the EP's role in reducing social exclusion (Appendix 7). The links between school exclusion and social exclusion are evident from the way that exclusion from school has a greater impact on pupils who are from socially excluded families. Thus, EPs have a professional responsibility to support schools to reduce exclusion.

It is important to acknowledge the breadth of the EP role. The five core functions of the EP role have been identified as consultation, assessment, intervention, training and research. These functions are carried out at the level of child and family, school or establishment and local authority / national level (SEED, 2002). The British Psychological Society's (BPS) Behaviour Change Advisory Group's identification of effective EP responses to school exclusion includes a wide range of approaches to issues related to school exclusion (BPS, 2017b). Their recommendations refer to a broad range of psychological theory and practice. Since each function of the EP role contains a body of research in itself, this thesis seeks to clarify how the different functions of the EP role may be more clearly articulated in relation to primary school exclusion.

The role of the EP is an ongoing preoccupation of the profession. It is relevant to this study, because how an EP could contribute to supporting schools to reduce school exclusions depends to some extent on how EPs perceive their own role and how others perceive their role. There is some research that considers how the role of the EP is perceived by other professionals. Although dated, MacKay and Boyle (1994) found that some Head Teachers believe EPs could contribute to the

development of policy and research. Ashton and Roberts (2006) suggested that for SENCOs a 'traditional' EP role is valued, which includes individual assessments of pupils, advice and statutory work. Fallon et al. (2010) have argued that the nature of the work that EPs carry out can restrict and alter their role to becoming a gatekeeper, if most of their contact with schools is due to statutory work. This thesis will also add to an understanding of how the role of the EP is perceived.

I believe that there is a strong professional rationale for EPs to have a greater impact on the issue of exclusion in schools. I am interested in how this impact might be conceived of by school staff and EPs.

Epistemological stance / methodological orientation

The research is carried out through applying thematic analysis to semi-structured interviews that have been conducted with a range of school staff and EPs.

The stance taken in this research is a critical realist perspective, so although participants' views of reality may be different, there is a reality in existence which can be analysed and explored (Danermark et al., 2002, p6). Within this, a contextual constructionist position is taken, therefore the knowledge communicated by participants is understood to be local, provisional and context dependent (Jaeger and Rosnow, 1988).

Consequently, my methodology is within a research paradigm that incorporates social constructivist, pragmatic and interpretivist positions.

Introduction summary and outline of the structure of the dissertation

My interest in primary school exclusion stems from issues specific to my placement's local authority combined with experiences from my professional life.

The impact of exclusion on children, young people and society, alongside the financial costs of exclusion demonstrates that this is an important area of research. The statistics show that the rates of primary school exclusion in the local authority are above the national average and that socially excluded groups are disproportionately represented in the exclusion statistics.

A brief summary of exclusion since the 1990s highlights the influence of government policy and growth of neoliberalism as it relates to exclusion in schools. Layers of legislation related to school exclusion demonstrate the tensions between the rights of children and young people, exclusion as a punitive response and issues related to inclusion. Inquiries carried out by the OCC, The Education Select Committee and the current Timpson Exclusions Review suggest that there is a desire to better understand and change school exclusion processes. A range of reports highlight that some schools are higher excluding than others and that there are opportunities for better practice in schools. Finally, the role of the EP and the necessity of EPs to focus on issues around social exclusion is identified.

A deeper understanding of the perceptions of the reasons for increasing numbers of pupils being excluded from primary school from the perspectives of school staff and EPs, will illuminate the issues identified by professionals who are part of a system that excludes pupils from education. Ultimately, identifying themes in the perceptions of school staff and EPs, and finding opportunities for EPs to contribute to reducing primary school exclusions, drive my motivation for undertaking the research.

The following chapters present the study:

Chapter 1: Literature Review: This is in two sections: section one analyses research related to the reasons for exclusion from school. Section two analyses interventions and strategies to reduce the risk of exclusion from school.

Chapter 2: Methodology: A description and reflection of the approaches used to carry out the research into primary school exclusion.

Chapter 3: Results and analysis: A summary of the results of the study, and the themes that have been identified. Data is analysed and explored across staff and EPs.

Chapter 4: Discussion and concluding comments: Connections are made between the themes identified through analysis, with previous research. Implications for the role of the EP are discussed. Concluding remarks relating to the study as a whole end the chapter.

Chapter 1 Literature Review

Introduction

The literature review will be presented in two parts, in order to provide clarity of focus within the two most relevant research areas.

Literature search 1: Research related to the reasons for school exclusion.

Literature search 2: Interventions and strategies to reduce the risk of exclusion from school.

Literature review 1: Research related to the reasons for school exclusion

A literature search was conducted in June 2018. Search terms relevant to three areas were included in the search. The first area was that of 'exclusion'. The search terms 'School exclu*' and 'permanent exclu*' and 'fixed term exclu*' and 'fixed period exclu*' were used. The second area focused on school, the terms 'school' and 'pre-school' and 'primary school' and 'secondary school' were used. The third area focused on possible reasons and terms 'reason' and 'factor' and 'cause' were used to capture this. The literature selected was limited to research carried out in England since 2004, when the Children Act 2004 was introduced. This legislation is important because it created the OCC and meant that local authorities had to appoint a director of Children's Services.

The databases searched were the British Education Index, Education Abstracts, Child Development and Adolescent Studies, Educational Administration Abstracts, Educational Research Abstracts Online, International Bibliography of the Social Sciences, PsychInfo and Sociological Abstracts. Key inquiries and government reports from the grey literature have been explored in the introduction, on pages 11-12 above. Search terms and the databases used are tabulated in Appendix 8.

The criteria for inclusion in the literature review were: the research referred to permanent exclusion, fixed term exclusion (FTE) or children at risk of exclusion from school in relation to the study; the research pertained to England's education system; the research related to children of pre-school or school age; the research was in a peer reviewed journal article; the research was published after 2004. Inclusion and exclusion criteria are tabulated in Appendix 9.

Through applying inclusion and exclusion criteria, ninety papers which relate to the reasons for school exclusion were identified. Forty papers were excluded after a title and abstract screen. Next, a closer reading of papers led to the elimination of five papers. Reference lists from selected papers were used to identify further research which met the inclusion and exclusion criteria and some of these articles have been included. An additional search of the same databases, using the term 'Primary school exclusion' was carried out in June 2018, in order to ensure that all relevant research was included. This process led to the addition of nine articles. A total of fifty-one studies are included in the literature review. A flow chart of studies that form the basis for this section of the literature review is included in Appendix 10.

Structure of Section 1:

1. Risk factors associated with pupils who are excluded from school
 - 1.1 Interaction of risk factors
2. Factors that impact on schools when they exclude pupils: policy and wider structure
 - 2.1 Tensions between policies: 'performative pressures' and 'inclusion'
 - 2.2 Race and exclusion from school: policy and practice interwoven
 - 2.3 Research related to non-mainstream provision: issues with alternative provision
3. Factors that impact on schools when they exclude pupils: school processes
 - 3.1 Perspectives of excluded pupils
 - 3.2 Staff attempts to integrate pupils
 - 3.3 Staff working with parents
 - 3.4 Staff abilities to respond to pupils
 - 3.5 Research related to staff perceptions of school exclusion

1. Risk factors associated with pupils who are excluded from school

The risk factors which are related to school exclusion are not, in themselves, the reason why pupils may be excluded from school. The reasons for exclusion are related to the interaction of the risk factors surrounding the pupil, within the school environment (Paget et al., 2018; Parker et al., 2016; Panayiotopoulos and Kerfoot, 2004; Gazeley et al., 2015). Schools and staff are embedded within a

wider system of interactions, pressures and influences which both shape and impact on their response to pupils too.

1.1 Interaction of risk factors

Research has indicated that the exclusion of pupils from school is linked with a number of inter-related factors. From a study going back fourteen years, Panayiotopoulos et al. (2004) evaluated a three-year strategy where primary school pupils at risk of school exclusion were referred to a multi-disciplinary support team. Following their evaluation of 124 cases of children excluded from school, the authors viewed the reasons for primary school exclusion as an “interaction of complex factors” (p86) relating to the child, family, school and socioeconomic context. More recently, Gazeley’s (2012) exploration of the inequalities of exclusion rates in English schools found that intersecting factors around gender, social class and ethnicity were also risk factors related to school exclusion. As identified in the introduction, specific groups of pupils are at greater risk of exclusion because they are over represented in the exclusion statistics (boys, disadvantaged pupils, pupils with identified SEND, pupils of Gypsy/Roma and Traveller of Irish Heritage backgrounds and pupils from Black Caribbean backgrounds (DfE, 2018a)).

Paget et al. (2018) suggested that:

“Exclusion is likely to result from an accumulation of child, family, and school factors, which all occur within, and interact with, the wider community and societal context, and amount to a significant burden expressed in the disruptive behaviour that challenges the school.”

(Paget et al. 2018, p6).

This suggestion was based on research by Paget et al. (2018) into the key risk factors associated with school exclusion. They found that the following factors were associated with school exclusion at aged 8 and 16 years of age; male gender, lower socio-economic status, maternal psychopathology, mental health and behavioural difficulties, psychiatric disorder, social communication difficulties, language difficulties, antisocial activities, bullying/being bullied, lower parental engagement with education, low school engagement, poor relationship with teacher, low educational attainment and special educational needs (p1). These findings were from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC). The study involved 14,701 children in the Avon area, born between April 1991 and December 1992. The data were based on 53 children who were excluded from school by 8 years old (0.64% of the sample) and 390 who were excluded by 16 years old. There are some limitations to the study in terms of its applicability. The study, for example, was

confined to one geographical area and its reference to children excluded by 8 years old means that the data refers to events that occurred in the academic years preceding 1999/2000, so these risk factors are almost 18 years old. Despite this limitation, the results identify important risk factors associated with school exclusion, within the child, family and school.

These interactive factors are also apparent at the level of the individual child. Drawing on the Social Model of disability, these factors need not be viewed as 'within child' risk factors. The evidence suggests that it is the interaction of factors which shape the child's behaviour. The research of Day et al. (2011; 2012) illustrates the interactive factors which are associated with displays of persistently disruptive behaviour. Day et al. (2012) systematically reviewed the literature relating to possible pathways to severe and persistent behaviour problems at primary school. Their analysis of the literature is summarized in Figure 1, below.

Figure 1: Summary of the pathways to severe and persistent conduct problems

(i) Pathways to severe and persistent problems

Key findings indicate:

- Factors intrinsic to the child or present in the family environment appear to be more influential in moderating outcomes than factors in the wider environment
- No single causal pathway inevitably leads to, nor maintains, severe and persistent conduct problems
- Persistence associated with enduring presence of key child, family and social risk factors (eg. Ferguson et al., 2005).
- The interplay between factors is dynamic, the outcomes individually determined and difficult to predict (Cicchetti & Toth, 1997).

Day et al (2012) p6

The findings of Day et al. (2012) suggest that persistently disruptive behaviour in children may be shaped by an interaction of the different systems surrounding the child, which may be weighted towards child and family factors as more influential than wider environmental or contextual factors. Whilst these wider factors may not be as influential, they are likely to still have an impact on a child's behaviour.

Paget et al.'s (2017) association between psychiatric disorder and mental health as risk factors for school exclusion has been supported by Parker et al.'s. (2015) systematic review of the literature. Their review suggested there was an association between psychopathology and exclusion from school (Parker et al., 2015, p240). The review compared this group of children to their peers with better mental health. An earlier study, by Whear et al. (2013), explored the prevalence of psychopathology in children who had been excluded from school. Children who had been excluded from school had a higher likelihood of having an "impairing psychological or behavioural impairment in comparison to children who have not been excluded" (Whear et al., 2013, p530). These findings suggest that there is an interaction between the child's mental health and their experiences in school which both contribute to and are exacerbated by exclusion from school.

A risk factor involved with school exclusion is language ability, which can then lead to behavioural problems. Two studies from the literature search explored how language abilities in young people are related to exclusion (Clegg et al. 2009; Hopkins et al. 2015). Both found that there was a high likelihood that pupils who were at risk of exclusion or who had been excluded had unidentified language needs. Although these were two small studies, their significance is magnified when considered in relation to other evidence. The link between language and communication disorders and behaviour has been explored by Lindsay and Dockrell (2012). Their longitudinal study of 143 children and young people found that language difficulties appeared to have an important relationship with behavioural difficulties when children were young (Lindsay and Dockrell, 2012, p457). They found that language and communication disorders caused behavioural difficulties rather than vice versa.

This section has identified how the research related to the risk of exclusion connects it to a range of interactive factors. It has also drawn on the social model of disability, to accentuate how a within child approach to a child's difficulties may shift the focus to a child deficit approach, rather than exploring factors beyond the child. This is integral to the further exploration of the other factors that impact on the reasons why schools exclude pupils.

2. Factors that impact on schools when they exclude pupils

The next section will explore the research in the context of wider factors related to school exclusion, and how they contribute to school exclusion. In section 2.1, research related to the tensions between inclusion and performative pressures will be explored. This will be extended in 2.2,

because the systematic search produced a larger body of evidence linked to the way in which policies impact on schools' responses to pupils from black, minority and ethnic backgrounds and how these impact on classroom practice. Section 2.3 will analyse the research as it relates to support for pupils who are not in mainstream schools.

2.1 Tensions between policies: 'performative pressures' and 'inclusion'

The term 'Performative pressures' means the way education settings are measured by indicators referring to the numbers of children achieving curriculum standards. These are measured by the standardised achievement tests (SATs) at the end of primary school, and GCSE results at the end of Key Stage 4. Performative pressures were mentioned in a number of recent studies from the literature search, which contextualised their research within the performative pressures in which educational settings operate (Bagley and Hallam, 2015, 2016, 2017; Gazeley, 2013; Pennacchia and Thomson, 2016). Performative pressures were also identified as a factor contributing to issues to do with race and exclusion from school (Carlile, 2012; Parsons, 2009; Osler and Starkey, 2005).

The tension between performative pressures and inclusion is central to the issue of permanent exclusion from school. The term 'inclusion' means the way that pupils are included in the education system. Ainscow et al. (2006) argue that a narrow view of inclusion refers only to pupils with disabilities or those categorised with "special educational needs" (p297). They argued that a wider perspective is necessary, where schools' approaches are based on inclusive values. The Teaching and Learning Research Programme (TLRP), which ran from 1999-2009, included an action research programme described by Ainscow et al. (2004, 2006). The understanding of 'inclusion' as it was interpreted by schools, was found to be dominated by target setting, because it was understood to mean "enabling low-attaining students to meet national targets in key areas" (p135). The action research approach illuminated the tensions between national policies for raising standards and policies for reducing marginalisation and exclusion (p125). The network involved researchers from three higher education institutions, working with 25 schools in three Local Education Authorities. The 'Index for Inclusion' (Booth and Ainscow, 2011) was developed as a tool to support schools to become more inclusive and was used as part of the action research project described above (Ainscow, 2004, 2006). An understanding of what inclusion means is integral to understanding the current reasons for school exclusion, because the literature indicates that there has been a shift away from the inclusionary principles identified by Booth and Ainscow (2011), which is a

contributory factor to a higher number of school exclusions. The inclusionary principles identified by Booth and Ainscow (2011) are:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

(Booth and Ainscow, 2011, p3)

Recent studies have identified the way that the emphasis on performance pressures can have a negative impact on some groups of pupils. Burton et al. (2009) found that "confused and contradictory messages" (p141) were given by local authorities and leaders, because of the focus on supporting pupils to get the highest grades. This focus was identified as dominating approaches to education, which effected responses to young people with Behaviour, Emotional and Social Difficulties. The impact that Burton et al. (2009) identified was that the government's initiatives to support children with BESD were undercut by "a culture of performance and competition" (p152). Burton et al.'s (2009) small study involved 20 interviews with staff and professionals in one LA alongside documentary evidence. The inclusion of young people with BESD was "undermined by under-resourcing and conflicting policy approaches of care and control" (Burton et al, 2009, p153). This "under-resourcing" was evident in earlier research by Watling et al. (2004). They highlighted that pupils were excluded from school in an effort to initiate an appropriate response from the local authority, so that the needs of the pupil could be met in an alternative provision. Watling et al.'s

(2004) research used case studies of six local authorities, involving staff from 26 schools, LA employees and documentary evidence.

A recent study by Wyness and Lang (2016) discussed policy, the “performativity agenda” and the effects of this on schools in areas of economic deprivation (p1042). Their case study, involving interviews with eighteen staff, twenty secondary aged pupils and four parents found that the academic results of the pupils and the school’s position in the league tables were significant to the way that school management approached their role (p1046). However, when the authors explored how schools supported children and their parents on a daily basis, these aspects related to competition were fairly remote. The researchers’ aim was to develop a model of schooling that was distinctive from “the dominant model of school as a ‘performance-oriented learning organisation’” (Wyness and Lang, 2016, p1045). They argued that academic attainment is only one feature of the purpose of schools.

Performance pressures have been found to be linked to institutional racism by Carlile (2012). Her ethnographic study focused on a local authority pupil placement panel. At the panels, pupils who were deemed difficult to place in schools, such as pupils who had recently arrived in the UK, or had been excluded from a previous school were placed in new schools. Pupils who arrive from overseas, did not ‘count’ on the schools’ performance statistics until they had been living in the UK for two years. However, if they had attended another school in England, within the last two years, and moved schools, then their attainment statistics ‘counted’ irrespective of their English level or previous education. For Carlile (2012), this is part of a thread of institutional racism within the education system. Institutional racism will be explored in more detail in the next section.

2.2 Race and exclusion from school: policy and practice interwoven

The overrepresentation of children who are from black, minority and ethnic backgrounds is evident from the school exclusion statistics. The research into this area identifies a range of factors that have contributed to this.

Reviews of government policy argue that the education system’s emphasis on all pupils gaining qualifications contributes to inequalities due to race (Tomlinson, 2016). Parsons (2008, 2009) suggested that racism and neoliberal approaches are embedded in policies too. He argued that racism was a consequence of neoliberal policy-making because it reduced interventions which

address the overall performance for a group, because the focus was on individual effort and talent as “explanatory concepts” which are embedded in racist attitudes (p249). Osler and Starkey’s (2005) review of government policy and research found embedded policy perpetuated a higher proportion of exclusions for pupils from black, minority and ethnic backgrounds. They viewed exclusion as a form of “institutional violence” (Osler and Starkey, 2005, p208) and found that disaffection was viewed as a within child issue, rather than a systemic problem.

Six papers from the literature search focused on specific issues connected to the reasons for school exclusion which are race related (Caballero et al., 2007; Carlile, 2012; Crozier, 2005; Derrington and Kendall, 2005; Haynes et al., 2006; Rollock, 2007). The pupils with the highest numbers of exclusions from schools are generally students from Gypsy Traveller backgrounds. Derrington and Kendall’s (2005) study of Gypsy Traveller students involved a three-year study which tracked 44 pupils. The study provided evidence that factors such as cultural dissonance, racism and social or cultural alienation had not been addressed by the schools (p.127). The students’ behaviour was perceived to be good by their primary school teachers, with problems starting to appear during year 7.

Pupils from Mixed White/Black Caribbean backgrounds are over-represented in school exclusions. Haynes et al. (2006) and Caballero et al. (2007) found specific barriers were faced by children of White/Black Caribbean heritage. These were due to socioeconomic disadvantage; low teacher expectations due to misunderstandings of mixed heritage identities and backgrounds, and pupil behaviours linked to peer group pressures (Haynes et al., 2006, p569). Semi-structured, one to one and focus group interviews were carried out in fourteen schools (including eight primary schools). 170 people were interviewed, including pupils, teachers, parents and consultants from six different local authorities. The research suggested that the higher number of exclusions of pupils from Mixed White/Black Caribbean backgrounds may be associated with a number of factors, echoing the points made in section 1, which highlights that the reasons for school exclusion are interconnected.

Three of the factors identified by Rollock (2007) were connected to staff constructs of success, appearance and behaviour, suggesting that staff perceptions of pupils may contribute to pupil exclusions. Rollock’s (2007) small study identified two types of success: “an inclusive, low D to G grade success and exclusive, high A* to C grade success” (Rollock, 2007, p275), each of these were perceived to be achievable by certain types of pupils. The authors comment that “The appearance and behaviour of Black pupils, particularly those engaged in what is termed as ‘Black street culture’ were seen as directly at odds with the aims of the school” (Rollock, 2007, p275) which impacted on

this group of pupils' likelihood of attaining success. Earlier research investigating parental perceptions of black educational underachievement provides evidence of low teacher expectations and negative stereotyping of young black people too (Crozier, 2005). Again, this was a small study, but a pattern of negative experiences was identified that was linked to academic underachievement and becoming demotivated to learn. The parental perspective was that the system had rejected their children.

2.3 Research related to non-mainstream provision for pupils

Alternative provisions are part of the wider system of education which is attempting to meet the needs of pupils who are not in mainstream education. The issue of under resourcing of alternative provision has already been explored in section 2.1, above, in relation to the way that performative pressures meant that local authorities and leaders focus on pupils who are more likely to have academic success (Watling et al. 2004; Wyness and Lang 2016). Additional research related to non-mainstream provision suggests that less inclusive practices in mainstream schools will result in a higher number of pupils being excluded. Pennacchia and Thomson's (2016) research explored how alternative provisions were able to carry out effective partnership work, using two case studies extracted from a larger study of alternative education. Pennacchia and Thomson (2016) found that within a 'productive partnership' (p67), schools were able to take greater responsibility for pupils at risk of exclusion and there were opportunities to influence changes in mainstream school that benefited more pupils (p67).

These 'productive partnerships' were the positive aspects of a larger study into alternative education documented by Thomson and Pennacchia (2016). A case study approach of 17 alternative provisions was conducted. Here, the authors found that an overall policy push for the "logics of effectiveness" (p624), meant that particular kinds of behaviour regimes (behaviouralist), and a particular curriculum (limited) was an apparent trend in alternative provision. The study provided evidence that suggests that the pressures to measure impact and progress that were experienced by mainstream schools in relation to performance, were being experienced in a restrictive way in alternative provision too. This was related to school exclusion because it indicated changes towards a more controlling approach to the pupils and a more restricted curriculum, approaches which are at odds with the principles of inclusion described by Booth and Ainscow (2011).

Other research demonstrates an inherent tension between pupils' experiences in pupil referral units and in mainstream schools. Part of the pupil referral unit's role can be to try to reintegrate pupils back into mainstream education. Levinson and Thomson (2016) found evidence to suggest that the aspects of the pupil referral unit that supported pupils, such as a smaller number of pupils and a more flexible approach to learning may not be present in the mainstream settings to which the pupils from Pupil Referral Units may be re-integrated. School exclusion becomes an issue related to the extent to which the mainstream school is able to meet the needs of the pupil and the extent to which the pupil is able to be included in mainstream school.

3. Factors that impact on schools when they exclude pupils: school processes

This section focuses on the research about school processes in more detail. 3.1 draws on research relating to the perspectives of the pupils who have been excluded, which suggests that mainstream education marginalises some pupils and that the school environment is an influencing factor in exclusions. In 3.2, evidence about schools' attempts to integrate pupils back into the mainstream is considered, with reference to how these studies can contribute to understanding the reasons for exclusion from school. In 3.3, research into the way that schools work with parents will be analysed, with power dynamics and poor relations with parents emerging as factors which contribute to school exclusion. 3.4 explores what the research tells us about teachers' abilities to respond to pupil behaviour and how this demonstrates the importance of what is happening in the classroom. Finally, in 3.5 two research papers related to staff perceptions of the reasons for school exclusion will be analysed.

3.1 Perspectives of pupils

Research which has been carried out with pupils who have experienced exclusion from school, suggests that they have not felt included prior to their permanent exclusion. Three studies in the literature search identify the various ways in which pupils articulated their experiences of exclusion, and their perceptions of the reasons for their exclusion.

Two papers specifically focused on the views of pupils in alternative provision. Clarke et al. (2011) found evidence to suggest that broader issues about the pupils' experience in mainstream schools had meant that they had felt marginalised. Although a small study, in one school for girls with Emotional and Behavioural Difficulties, key themes around the girls' relationships with staff, the

unequal power structures within mainstream schools and a lack of response when the pupils had previously tried to have their voices heard in mainstream settings, were identified. A later study supports this: research carried out by Levinson and Thompson (2016) encouraged pupils to reflect on the reasons for their exclusion and their responses demonstrated that the pupils felt a sense of injustice. Ten pupils aged 11-16 were interviewed as part of the study, where teachers' lack of responsiveness to bullying was a contributory factor in exclusion from school (Levinson and Thompson, 2016, p35). An earlier, smaller ethnographic study recognized a sense of injustice felt by an excluded pupil (Frankham and Edwards-Kerr, 2009). Carlile's (2011) ethnographic research suggested that the pupil's voice became subjugated because there are competing tensions and pressures on and between professionals. Although Sheffield and Morgan (2017) contemplated the extent to which self serving bias may have impacted on pupils' attributions of the reasons for their own behaviour, their evidence suggested that pupils did not experience feeling valued or included in their school.

Another small study was conducted by Nind et al. (2012), who found the core message about belonging and not belonging informed the pupils' accounts of the experiences which led up to their exclusion from school. Notably, these themes are not related to the performative measures upon which schools are judged. These studies indicate that inclusion was not being experienced by these pupils and was a factor related to their school exclusion.

3.2 Schools' attempts to integrate pupils

Research into schools' attempts to integrate pupils informs an understanding of the reasons for school exclusion, because it has identified the factors that are more likely to make integration into a new school successful. If an integration is unsuccessful the pupil may be excluded, sent to a pupil referral unit, placed in a special school or another integration may be attempted. When considering this research, the assumption that I have made is that the absence of the factors that lead to a successful integration, will contribute to a permanent exclusion from school.

A managed move is way of avoiding permanent exclusion, by starting the pupil at a new school, with the agreement of the parents and the new school. A systematic review of the managed moves process for pupils at risk of exclusion from school was conducted by Messeter and Soni (2018). Nine papers were included in the review. The key factors relevant to successful integration were identified as: creating new relationships with staff and peers; the creation of a sense of belonging;

effective communication with all stakeholders and personalised and pastoral support for the pupil (Messeeter and Soni, 2018, p169). The findings of Messeeter and Soni (2018) summarise earlier research into reintegration following exclusion from school (Bagley and Hallam, 2015, 2016, 2017; Lown, 2005).

From these studies, I would suggest that the absence of the factors which contribute to a successful integration, would mean that there would be poor relationships with staff, no sense of belonging for the pupil, a lack of effective communication with those involved in the pupils' life and a lack of individualised and pastoral support for the pupil. These factors contribute to the body of evidence around the factors involved in exclusion from school. The factors that lead to a successful managed move have their foundations in inclusive principles.

3.3 Schools working with parents

The relations that school staff form with parents have also been identified as a factor related to school exclusion. Gazeley (2012) suggested that parent and staff interactions can impact on provision and outcomes for pupils. In a small scale qualitative study, which included forty-eight in-depth interviews over one academic year, the author found that assumptions can be made about parents which are based upon differing perspectives of professionals in their attitudes and values. Subsequent research confirmed that relations between parents and school staff are integral factor related to school exclusion. Parker et al. (2016) conceptualised that exclusion is part of a complex journey of difficulties reflected by a "continuum of coping" (p133). The "continuum of coping" was defined as the way that the child is able to respond to expectations in the classroom and issues that had happened at home which impacted on the the child's life. Parker et al.'s. (2016) qualitative study involved 35 parents of 37 pupils excluded from school. Communication was a key determinant in the child's place on the continuum, determined by an interaction between the child, family and school (Parker et al., 2016, p144). This indicates the importance of the relationships between those involved in the child's life, as well as the individual role of those involved. The study suggests that exclusion might occur in more nuanced ways, which can culminate in exclusion from school.

Macleod et al.'s (2013) analysis of the way in which service providers conceive of parents and construct the identities of parents, suggests that sometimes parents may be "disempowered" (p398), because of the way that they are treated as "problematic" and deficient by service providers. Gazeley's (2010) study also found that pupils' difficulties at school were usually attributed by staff to

be because of difficulties at home (Gazeley, 2010, p299). At parent level it seems that there are issues around the inclusion of certain groups of parents, when their children are behaving in a way which is problematic to the school.

Within the broader system of education, research conducted into parents' experiences of the exclusion appeal tribunal indicated that parents can have differing experiences of the structures through which they can appeal against a permanent exclusion. Hodge and Wolstenholme (2016) concluded that schools needed to recognize when pupils "were struggling and needed help" (Hodge and Wolstenholme, 2016, p1307). The aim of their research was to understand perspectives of parents, young people, Head Teachers and governors about the Independent Review Panel process. This is the process through which a permanent exclusion can be challenged by parents. The parents' perspective was that they wanted "a formal recognition of the failings of the school in supporting their child" (Hodge and Wolstenholme, 2016, p1301). This study suggests that parents may locate the key factor leading to school exclusion as lying within the schools' response to the pupils needs and they experience disempowerment within the system.

Relationships with parents are also a factor relating to the approaches used in interagency work, where external professionals may be working with staff, children and parents. Two studies from the literature search related to interagency work, and identified issues which were related to schools. These studies were both carried out over a decade ago. Milbourne (2005) evaluated the impact of partnership work which had been carried out with primary schools. It identified issues around the length of time that families had to wait for services, confusion for parents about the type of help available for them when they were encountering problems, the way that behaviour was separated from learning at school, problems with changing teachers, issues around communication with staff, the children being insufficiently stretched and staffing changes, as areas which contributed to school exclusion. Later research, into the impact of a home and school project for children with emotional and behavioural problems which was focused on primary school aged children, identified the way that multidisciplinary approaches can provide a more holistic approach to supporting families, and prevent the disengagement of families, schools and children (Panayiotopoulos and Kerfoot, 2007, p73). A factor related to exclusion seems to be a lack of effective interagency response to pupils' and their families.

3.4 Teachers' ability to respond to behaviour

There is evidence to suggest that both the characteristics of the pupils and of the teachers are important factors related to broader behaviour in secondary school exclusion. Jenkins and Ueno (2017) used the data from the Teaching and Learning International Survey (TALIS), which incorporates statistics related to school exclusion into its analysis of data. When they focused on the 154 schools and 2496 teachers who responded to the survey from England, they found that the characteristics of the pupils in the class and the characteristics of the teacher were particularly important when related to classroom climate. Classroom behaviour was positive when there was a higher proportion of academically gifted pupils, and less favorable when there was a higher proportion of pupils with behavioural difficulties.

Academically gifted pupils will only emerge in relation to the curriculum content that is being delivered. The impact of the curriculum is identified as a factor related to school exclusion in some secondary school studies (Gazeley, 2010; Trotman et al. 2015; Rustique-Forrester, 2005), due to a more limited curriculum for pupils. Two studies about the impact of an alternative curriculum draw on the way that pupils' lack of interest in what they are studying might be linked to poor behaviour (Rogers et al. 2009; Price, 2015). Although these two studies are linked to the evaluation of the new curriculum, rather than a measurement of the extent to which the previous curriculum interested the pupils, they form part of the landscape related to the research of school exclusion.

Teacher efficacy refers to the strength of belief that a teacher has that they can positively influence a child's education. Teachers' individual and collective beliefs and the relationship between these beliefs with the numbers of pupils excluded from school has been explored by Gibbs and Powell (2012). Their study involved online questionnaires to 197 teachers from thirty-one primary and nursery schools and used both demographic and school level data. The author found that individual efficacy was not associated with the numbers of children excluded, but the teacher's belief in their schools' collective ability related to "addressing external influences" (Gibbs and Powell, 2012, p564) was greater in schools where there were lower numbers of school exclusions. This sense of collective efficacy in "addressing external influences" was found to lessen the effects of socio-economic deprivation.

School staff's abilities to help children, whether this is related to their reading ability, or their experience of racism at school, are factors related to school exclusion referred to by Evans and

Pinnock (2007). This is supported by Morgan et al.'s (2013) research, which focused on how schools support children of prisoners. Children in this group have higher rates of school exclusion. The study found that the specific needs of this group of children were not addressed in school policy, and the particular issues that they might be encountering had not been considered.

When considered in parallel with the way that teachers are able to support children more broadly, relations between school staff and pupils are perceived as particularly important from the pupils' perspectives. For pupils with identified Social, Emotional and Mental Health needs, who were at higher risk of exclusion from school, a small study identified the way that teacher-pupil relationships are perceived as being a key factor related to the pupil's experience of school (Sheffield and Morgan, 2017).

There are also links made between the training that teachers receive and the abilities that they have to respond to behaviour. Certainly, there is some evidence to suggest that teaching staff may not receive adequate initial teacher training related to diversity (Gazeley and Dunne, 2013). There is evidence to show that training is targeted purely at behaviour does not have a positive impact on the teachers' ability to be able to create a positive classroom climate (Jenkins and Ueno, 2017).

The literature search produced one paper related to ASD. Symes and Humphrey's (2012) rationale for exploring the role that teaching assistants play in supporting pupils with ASD, drew on data demonstrating that pupils with ASD are among the most likely to be excluded from school. They linked this to broader barriers to successful inclusion, which identified teacher training, the use of teaching assistants and the lack of acceptance from their peers (p518). The identification of this specific educational need along with the studies from the literature search pertaining to pupils who are labelled as having behavioural issues (such as Educational and Behavioural Difficulties (EBD) or Social, Emotional and Mental Health needs), is part of a broader body of evidence related to school exclusion. Not all pupils who are excluded from school have a label for their behaviour. A constraint of this literature search is that the emphasis of the research needed to be factors that were specifically related to school exclusion, rather than a detailed examination of the implications for particular identified needs.

3.5 Research related to perceptions of exclusion

Two studies were identified in the literature search which drew on perceptions of school exclusion. The first, Rustique-Forrester (2005), sought to explore the impact of accountability reforms, relating to league tables and Ofsted inspections. The second, Trotman et al. (2015), was carried out so that a group of inner city schools could develop their understanding of the issues which impacted on exclusion from school.

Rustique-Forrester (2005) found that a combination of accountability, parental choice and other curriculum and testing pressures, meant that the curriculum became narrower. Low-performing pupils were marginalised and the school climate was “perceived by teachers to be less tolerant of students with academic and behavioural difficulties” (Rustique-Forrester, 2005, p1).

Interviews with forty-four staff with a range of roles, from four secondary schools in economically deprived neighbourhoods in England were thematically analysed in the research. Two schools had high rates of exclusion, two were low excluding. The paper was based on a study conducted between 1998-2001.

The influence of school organisation and capacity were also explored, particularly as it related to differences in the views of staff from higher and lower excluding schools. Staff capacity in higher excluding schools was perceived as being within a system where “exclusion is inevitable and unavoidable”, and where there were few systems in place to communicate and respond to pupils with academic and behavioural difficulties (p27). For Rustique-Forrester, central to issues related to further studies and plans to develop education policy were “questions about the unintended pedagogical and social consequences of different systems of accountability” (p4).

The main conclusions of Rustique-Forrester’s (2005) study were that:

- *Exclusion is influenced by multiple factors, which includes student and social background, school context and national context.*
- *Accountability increases the pressures and incentives to exclude students who are low-performing.*
- *School organisational context influences how accountability policies are implemented, how their pressures are felt and mediated, and the extent to which incentives to exclude can be resisted by teachers.*

- *Teacher capacity plays a role in whether schools can minimise the potentially negative consequences of accountability and respond to students who are likely to be marginalised by the increased demands and pressures.*

(Rustique-Forrester, 2005, p31)

Rustique-Forrester's study was part of a thesis which included the interview schedule for the questions asked. There are some issues with the interview schedule she uses. She precedes her questions with her own stance, explaining her PhD study to participants and stating her perspective around the impact of external factors directly to the interviewees (Rustique-Forrester, 2003, p371). Some of the questions themselves firmly suggest a particular perspective to the interviewees:

“In my review of the literature, there is a suggestion that national policies have aggravated exclusions over the past decade? Do you think this has been the case? If so, which policies -- and how does this play out in your own experience?” (Rustique-Forrester, 2003 p374).

However, notwithstanding these limitations, and the fact that the research commenced twenty years ago, the study illuminated the issue of school exclusion and related it to teacher perceptions.

Trotman et al.'s (2015) research is more recent and draws more on the views of pupils as well as school staff. The study included 49 pupils from year 9 who were aged 13-14, along with eight behaviour coordinators from seven secondary schools and two alternative provision centres (Trotman et al., 2015, p237). The authors identify a series of related themes from a qualitative analysis of the data. The issue of 'transition' was identified as “having the greatest bearing on pupil behaviour” (p237). This was linked to both the transition from primary school to secondary school, and from Key Stage 3 to Key Stage 4. Transition was particularly related to issues of school size, availability of appropriate support mechanisms, curriculum relevance, peer pressure and personal confidence (Trotman et al., 2015, p250). These issues were interlinked with transition and behaviour which could put pupils at risk of exclusion from school.

Teaching and learning was identified as being important too, both in terms of the relevance of the curriculum and the relationship that the pupils have with the teacher.

Perspectives were shared about pastoral care in staff interviews, where staff regarded this pastoral support “as a vital but now marginal aspect of the secondary school programme.” (p248). The researchers found that pupils identified a “disconnect between learning, teaching and the pastoral aspects of the educational experiences.” (p248). Pastoral support systems that the pupils valued

included mentoring support, anger management classes and the opportunity to have their say.

Home-parental involvement and support was perceived to be limited, and parents' evenings were dominated by discussions about pupil attainment, "rather than broader issues of aspiration, motivation and interests." (p249). A lack of voice regarding pupils' perceptions during parental meetings was identified by the pupils.

Positive experiences were found to be provided by alternative provision and pupil referral units by staff and pupils, because a different approach to learning was offered. This included smaller groups, more contact with the teacher and more personalised programmes which were tailored to the pupils' needs (Trotman et al., 2015, p250). The authors found that in alternative provision, opportunities were provided for pupils to consider the range of factors which were linked to their exclusion from school.

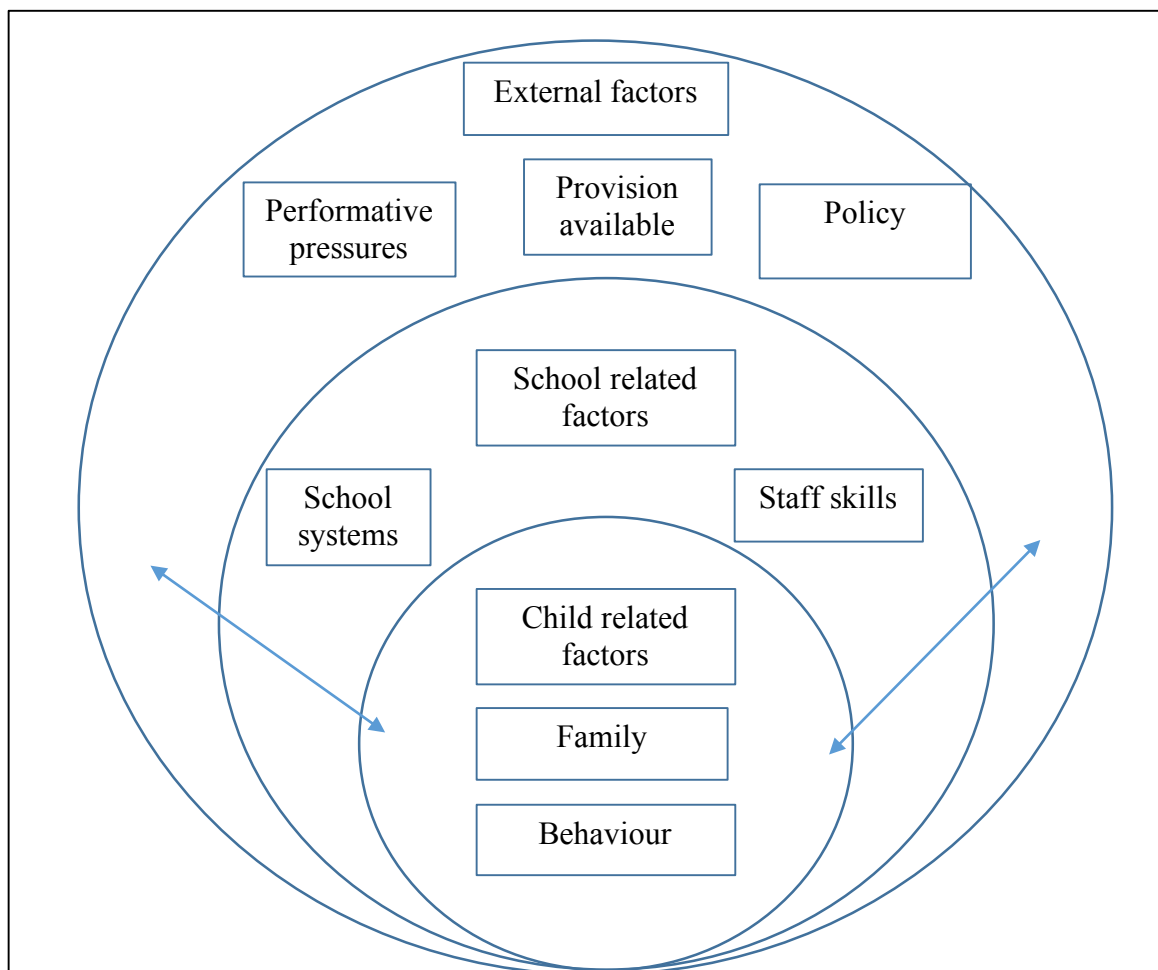
Trotman et al. (2015) concluded that "Complex and overlapping issues and problems...can potentially lead to exclusion from school on a temporary or permanent basis" (p250).

Summary of literature review 1

This literature review has identified the key strands of research related to the reasons for school exclusion. The exclusion of pupils emerges as part of a consequence of the tensions between inclusion and performative pressures and policies, in the ways in which school staff respond to pupils in schools. Simultaneously, exclusion is related to the way that settings are able to provide for pupils, where pupils' entitlement to education may be constrained by the provision available, beliefs and abilities of school staff, the relationships between pupils, teachers and parents, and the competing pressures faced by staff.

Bronfenbrenner's (1994) bioecological model can inform our understanding of these various factors, which interact and contribute to school exclusion. His conception of the interacting factors influencing a child's development and the interconnection of the relationships which are identified within the model, provide a framework to inform an understanding of how to conceive of the multiple factors that may contribute to school exclusion. Thus, based on the literature search, the reasons for school exclusion may be thought of using the diagram below (Figure 2), identifying the key factors that are interrelated:

Figure 2: Interaction of factors related to the reasons for school exclusion



In the light of my review of the literature into school exclusions, the interactions between child, school and external pressures is evident. Additionally, the move away from inclusive values in schools is also apparent. The literature search demonstrates that a greater amount of research relates to secondary school, rather than primary school.

There is a gap in the literature in investigating the perceptions of the reasons for primary school exclusions from the perspectives of primary school staff and Educational Psychologists.

Previous research is a foundation for exploration of the following research question:

- What reasons do primary school staff and EPs give for the apparent rise in primary school exclusions?

Literature review 2: Strategies and interventions to reduce exclusion from school

A literature search was conducted in June 2018 to identify strategies and interventions to reduce the risk of exclusion from school, where their impact had been assessed.

Relevant search terms were included in the search. Search terms related to the words 'strategy': strategy or intervention or approach or scheme or support or ways to or initiative; and 'prevention': reduce or decrease or minimise or lower or prevent*; and 'exclusion from school': risk of school exclu* or risk of permanent exclu* or school exclu* or permanent exclu* or fixed term exclu* or fixed period exclu* and 'school': school, primary school, secondary school.

The databases searched were the British Education Index, Education Abstracts, Child Development and Adolescent Studies, Educational Administration Abstracts, Educational Research Abstracts Online, International Bibliography of the Social Sciences, PsychInfo and Sociological Abstracts. Search terms and the databases used are tabulated in Appendix 11.

The inclusion criteria stated that the purpose of the research related to an intervention or strategy to reduce the risk of permanent or fixed term exclusion (FTE) from school; the impact of the intervention or strategy to reduce the risk of permanent exclusion of FTE from school had been assessed; the research had taken place in England's education system; it related to pre-school, primary school or secondary school aged children; it was published after 2004 and was peer reviewed. Inclusion and exclusion criteria are tabulated in Appendix 12.

The initial database searches led to 305 possible papers. Duplicate papers were removed leaving 212 papers. Inclusion and exclusion criteria were applied and twenty-four relevant studies were identified. A closer reading of papers led to the elimination of one paper. Three additional studies were added as a result of the "snowballing technique" (Ridley, 2012), where reading the references led to the identification of further papers which met the inclusion criteria. Twenty-six papers, referring to twenty-two studies have been selected for inclusion in Section 2, which met with inclusion criteria. A flow chart of studies which form the basis for this section of the literature review is in Appendix 13.

Structure of Section 2:

Strategies or interventions to reduce the risk of exclusion from school have been targeted at four different levels:

1. Targeted approaches with children at risk of exclusion involving 1:1 and group work
2. Targeted approaches with parents of children at risk of exclusion
3. Strategies involving school systems
4. Strategies involving the local authority

1. Targeted approaches involving 1:1 and group work

Overview

Targeted approaches, where a prerequisite to pupils participating in the intervention was that the pupil had to be at risk of school exclusion, were evaluated in five of the studies from the literature search (Obsuth et al, 2016; Cullen-Powell and Barlow, 2005; Hignett, 2017; Humphrey and Brooks, 2006; Bowey and McGlaughlin, 2006). None of the group interventions from the literature search involved EPs. The five studies are evenly spread across the post-2004 time period.

The results of targeted group approaches to reducing the risk of exclusion from school were mixed, with some improvements related to specific scales of behaviour being used by Cullen-Powell and Barlow (2005), Hignett (2017) and Humphrey and Brooks (2006). Obsuth et al.'s (2016) study was the only one which measured subsequent exclusion from school as part of its evaluation process.

The literature search provided no evidence about interventions solely with individual pupils. Obsuth et al.'s (2016) study, an evaluation of 'Engage in Education London', was the largest of the five studies and included both group work and one to one sessions, described below. The study showed that the group work intervention seemed to have a negative impact on the behaviour of the pupils, as did Bowey and McGlaughlin's (2006) study, which although much smaller, also concluded that group interventions may not be appropriate for pupils at high risk of school exclusion.

1.1 Intervention involving 1:1 and group work

Obsuth et al.'s (2016) cluster-randomised control trial of 'Engage in Education London' (EiE-L) included self-reports from 644 secondary school pupils aged 13 to 15, 685 teacher reports and official data about exclusions and arrests. The evaluation suggested that the 12-week group intervention had "a small but statistically significant negative effect" (Osboth et al., 2016, p538) on exclusion from school: pupils who attended the intervention had a higher rate of exclusion than the control group.

The intervention involved pupils who were at the highest risk of exclusion from school and targeted their social communication and broader social skills with the aim of reducing school exclusions and problem behaviours. EiE-L was delivered by Catch22, a charity that provides a range of services to build resilience and aspirations. Group sessions were carried out by two core-workers who were allocated to a school. Twelve core-workers, who were experienced with young people, were employed over a one-year period and received four weeks training on how to deliver the intervention. Resources were developed with I CAN, a communication charity. The group work sessions focused on various parts of communication difficulties and social/behavioural issues. The core-workers' role included liaising with parents about their child's performance. The intervention protocol was described in Obsuth et al. (2014), and the weekly 1:1 sessions adapted the curriculum from the group work sessions to suit the needs of the individual pupils (Obsuth et al. 2014, p6). I CAN provided wider training for school staff through training, observations and follow up sessions, related to Communication focused activities, to identify and support pupils with communication difficulties (Obsuth et al. 2014, p7).

The evaluation identified weaknesses of the intervention. Possible reasons for the null-effects were discussed, including issues involved in measuring implementation quality (Osboth et al., 2016, p551). Evidence linked to teens being more influenced by peers than younger children or adults was highlighted (Obsuth et al., 2016, p552). The authors suggested that the emphasis on social communication and broader social skills may not be appropriate for secondary school pupils who are at the highest risk of school exclusion.

The post intervention measure of impact, related to fixed term exclusion and permanent exclusion from school, was based on data from the DfE in the remainder of the academic year following the intervention. This was a six-week interval. This post intervention measure was significantly shorter

than the minimum six-month interval recommended by the Society for Preventative Research (Flay et al., 2005). In the longer term the intervention might have produced different results.

1.2 Interventions involving group work

The remaining four studies relating to group approaches (Cullen-Powell and Barlow, 2005; Hignett, 2017; Humphrey and Brooks, 2006; Bowey and McGlaughlin, 2006) involved group work only. These studies were all significantly smaller and did not use statistics relating to school exclusion data to measure their impact. These studies showed some improvements in some of the pupils' behaviours.

One study, the 'Self Discovery Programme' (Cullen-Powell and Barlow, 2005), was the only group intervention study from the literature search that was delivered in a primary school. Although it was a small exploratory study, it included a control group, strengthening its findings. The Programme study included 18 pupils aged six to eight years old, with classifications of SEN and behavioural and emotional difficulties, who were considered to be at risk of exclusion. Cullen-Powell and Barlow (2005) found that pupils who had attended the intervention made 'small but important steps forward' (p143). Their pro-social behaviour and hyperactivity scores improved. They also developed a greater ability to consider the feelings of others; were better able to share and were more helpful if a peer was hurt or upset (Cullen-Powell and Barlow, 2005, p142).

The Self Discovery Programme was delivered to two groups of four and five pupils who attended 8 45-minute-long sessions over two academic terms. It was delivered by a tutor, supported by a teaching assistant. The tutor was qualified in complementary therapy and trained by one of the researchers in the delivery and format of the Self Discovery Programme. Key themes delivered in the sessions included sensory awareness, peer massage, communication and relaxation. Pupils were supported to link their own preferences to their feelings and realise that they could change the way that they thought and felt and consequently how they behaved and responded in different situations (Cullen-Powell and Barlow, 2005, p139). Behavioural profiles of pupils from their teachers and observations by the researcher were used pre and post intervention.

The longer term impact of the intervention was not evaluated. Its impact was measured by teachers via a nine-question behavioural profile and Goodman's (1997) Strengths and Difficulties Questionnaire, combined with observations by a researcher. The pupils' perspectives of the intervention are also omitted from the research. Nonetheless, Cullen-Powell and Barlow (2005)

identified the need for interventions which develop the wellbeing of children, supporting the development of their self esteem in a safe environment which is not dominated by an academic emphasis (p143). Hignett's (2017) study below does this.

Hignett's (2017) evaluation of a 12-week surfing programme involved fifty-eight pupils aged thirteen to sixteen. The groups included nineteen previously excluded pupils and thirty-nine pupils at risk of exclusion from school. The pupils were taught how to surf and taught about environmental issues during the programme. The project aimed to 'increase personal well-being and connectedness to the natural environment' (Hignett, 2017, p2) which would ultimately re-engage them with education and employment. Pre and post intervention data on physiological health (heart rate/blood pressure); self-reported well-being (life and domain satisfaction), connectedness (to nature school), environmental awareness (e.g. role of sand dunes) and teacher evaluations on behaviour were measured (Hignett, 2017, p1). There were reductions in heart rate (suggesting fitness had improved), more contentment with appearance, more positivity about school and friends, increased environmental awareness and more positive teacher evaluations (Hignett, 2017, p1). Since there was no matched control group and the researchers were unable to follow up information from all participants, the data is weakened. The intervention delivery was not systematically monitored, and the study lacks description of the content of the sessions. A follow up exploring the longer term impact of the intervention would have benefited the study. However, the study indicated generally positive trends within the pupils who were judged to be at risk of exclusion.

Teenagers were also the focus in an evaluation of a short cognitive-behavioural anger management intervention for pupils at risk of exclusion, evaluated by Humphrey and Brooks (2006). The group intervention was used to help pupils control their anger management problems. Twelve pupils, with a mean age of fourteen years and two months, attended six one hour sessions, over four weeks. The sessions were delivered by the second author, Brooks, a practising therapist and youth work manager who had been seconded to the secondary school. The sessions focused on strategies and problem-solving skills to allow pupils to manage their anger more effectively. The study had a phased change design, collecting data at baseline, intervention and follow-up. Changes in problem behaviour were identified through teachers completing the 'Revised Rutter Scale for School Age Children' (Rutter, 1967), a 59 item measure of frequently occurring behaviours. The scale was supplemented with researcher interviews and observations.

Humphrey and Brooks' (2006) analysis suggested that for the pupils' total difficulties, which refers to the domains explored in more detail below, there was a stable baseline; followed by a significant reduction during the course of the programme, which was not maintained at follow-up after one month. Their analysis of 'conduct', 'emotional' and 'prosocial' domains, provided evidence of positive outcomes, which were maintained at follow-up. They found that the 'Inattentive/hyperactive domain' remained same across periods, suggesting these behaviours were not effected by the intervention. The small sample size limits generalisations from the study. Additionally, the focus on behaviour as observed by others, a speedy post intervention measure, omission of pupil perspectives, and lack of exploration of subsequent school exclusion, are limitations of the study.

Finally, a small scale intervention evaluated after six months by Bowey and McGlaughlin (2006), also found negative effects related to group based intervention targeting high risk pupils.

Bowey and McGlaughlin (2006) evaluated the 'Youth Crime Reduction Video Project'. It aimed to improve attitudes towards crime and the police, reduce exclusion and develop self-esteem in young people at risk of offending and/or school exclusion. The small scale pilot study involved full datasets for eleven pupils. The project involved developing a video, with groups developing story lines, scripts and acting in and filming a video. It was delivered by a drama facilitator who was supported by an adult team including two police officers, a youth and community worker and "others" who were not specified (p272). The project was evaluated through a combination of qualitative and quantitative methods, including attitudinal scores (to crime, the police, and education), focus groups with pupils and individual interviews. Pupils displayed an increase in delinquent behaviour in the follow up six months later, particularly around the specific areas of skipping school and defying the authority of teachers. There were some short term improvements in measures of self esteem, and attitudes relating to crime, police, school and education. Additionally, increased self esteem of the participants appeared to be a longer term effect. However, the weaknesses of the study were that there was no control group and a very small sample.

2. Targeted approaches with parents of children at risk of exclusion

Overview

Targeted approaches to working with parents of children who are at risk of exclusion from school were evaluated in four studies. Panayiotopoulos (2004) and Panayiotopoulos and Kerfoot (2007) evaluated the same intervention at different points, involving a multi-agency approach. Lovering et al. (2006) and Milbourne (2005) studied interventions involved basing non-teaching professionals in schools. These contrasted with Orchard (2006) where the intervention was targeted at parents, but involved assessing the impact of parenting classes being delivered at a secondary school. The impact of approaches to working with parents of children at risk of exclusion was mostly positive, with all but Orchard's (2006) parenting class targeting parents whose children were of primary school age or younger.

Notably, all the studies involving interagency approaches were conducted between 2004 and 2007, which indicates that there was an emphasis on interagency work during this period. EPs were involved in the delivery of three of the studies related to interagency approaches. Two of the three studies of interagency projects, 'The Home and School Support Project' (HASSP) (Panayiotopoulos, 2004; Panayiotopoulos and Kerfoot, 2007) and 'The Scallywags Scheme' (Lovering et al. 2006), were medium sized studies, with robust findings.

2.1 Interventions involving externally based professionals

The Home and School Support Project (HASSP) was established in May 1999 with Department of Health Funding and provided early intervention for primary school children at risk of developing serious emotional and behavioural problems and at risk of exclusion from school (Panayiotopoulos, 2004). Two papers were related to HASSP. In the first, Panayiotopoulos (2004) carried out a small scale study to better understand how the intervention could identify pupils at risk of exclusion, through collecting data from case notes kept by HASSP staff about the pupils who had been referred to the project, and additionally, investigated how the intervention reduced the appearance of emotional and behavioural difficulties to reduce disruptive behaviour. The authors found that staff believed there was a need for a multidisciplinary team working closely with schools, and that staff needed to have a more holistic approach to school exclusion and emotional and behavioural difficulties.

The HASSP team contained a project manager (a senior mental health social worker), an educational social worker, a nurse therapist, an EP and a play worker. A referral to HASSP led to an assessment including a detailed social history of the child and parents, and details of the child's psychosocial development. The assessment aimed to identify the interactions between family and child, teachers and the social environment to find the child's strengths and weaknesses (Panayiotopoulos, 2004, p88). The nature of the problem and the form the intervention would take was decided following assessment. Thirty-one schools referred pupils to the service over sixteen months in 2001-3. There were some issues in the way that the project was evaluated, because six mainstream schools which referred a higher number of pupils than the other schools, were selected to be interviewed, which might mean that they were positively biased towards the project.

Panayiotopoulos and Kerfoot (2007) also aimed to conduct a formative evaluation of the effectiveness of the HASSP multidisciplinary team on children with disruptive/aggressive behaviour, their parents/carers and their teachers (p640). The formative evaluation was conducted through a randomised control trial: 124 children excluded from school, aged between four and twelve years old, were each assigned to an intervention team or the normal support provided by the local authority. The study found that there was an improvement in the behaviours in the intervention group, but the improvement did not reach statistical significance (Panayiotopoulos and Kerfoot, 2007, p76). These studies of HASSP provide evidence about the challenges involved in working with children, families and schools.

2.2 Approaches involving external professionals based in schools

Lovering et al. (2006) conducted an evaluation of a community-based early intervention for children with behavioural, emotional and social problems, called 'The Scallywags scheme'. Children were referred to the scheme by a professional working with the family, from health, education and social services. Referral criteria included the child being aged three to seven and at risk of exclusion, education failure, social exclusion or family breakdown because of disruptive behavioural or emotional problems (Lovering et al. 2006, p87). The evaluation found that among the 364 children who were involved in the first seven cohorts of the scheme, there was a positive change in ratings related to children, based on the perceptions of staff and parents about the child's behaviour. These related to a significant decrease in the percentage of parents and teachers reporting clinically significant levels of disruptive behaviour in children following the programme. Lovering et al (2006)

found that this was maintained for parents at six month follow up, but there was a 10% increase after six months post-follow-up based on teacher reports.

The Scallywags scheme tackled identified targets identified by the EP's assessment, and planned with parents, teacher, EP, support worker and any other professional working with the family. The six-month intervention was led by a psychologist, and contained support workers who were experienced professionals with a range of qualifications. Three-person area teams worked with up to twelve children, their families and teachers. The teams were based in local host schools, who participated for a minimum of six months. The components to the intervention were: a parenting curriculum; individual assessment with EP and target setting; ongoing review and revision of targets and a support worker advising the school teacher.

The measures used by Lovering et al (2006) were Eyberg Child Behaviour Inventory (ECBI), a 36 item measure of parental and teacher perceptions of behaviour. These are well-established measures. As with other studies, using scales to assess children's behaviour can mean nuance around perceptions of behaviour may be lost. The study also lacked detail relating to an analysis of the intervention delivery; specificity about the kinds of assessment methods used and the nature of the role played by support workers advising the teachers would have enhanced the study.

There are some parallels between 'The Scallywags Scheme' and another study involving external professional based in schools, called 'Including Primary School Children' (Milbourne, 2005). The measures used to explore the impact of 'Including Primary School Children' (IPSC) were qualitative. IPSC ran between 1999 and 2002. The intervention involved a clinical psychologist and an EP both working full time on the project, and a social worker who worked half time. The team worked in eight primary schools, with children identified as being at risk of exclusion (p680). Individual workers were allocated to one or two schools, for one to four terms. The strategies used with the pupils depended on both the pupils' needs and the professionals' skills (p680). This exploratory study used data from forty-one interviews with children and parents, and forty-six observation sessions. Milbourne's (2005) evaluation identified challenges with inter-agency work, which were barriers to effective collaboration, such as time constraints and an increased burden on individual workers (p691). A broader issue identified by Milbourne (2005) related to the challenges inherent on focussing support at the level of individual and family intervention, in a context where school difficulties and exclusion were perceived as deficits in a child's or parent's abilities. For Milbourne

(2005), the “structures and organisation of partnership work in public services” (p692) need to be flexible and be in settings which are accessible to disadvantaged families.

2.3 Classes aimed at parents

A small study of parenting classes, which included three different groups over three years, was conducted by Orchard (2007). The ten week sessions targeted parents of year 7 pupils who had displayed behaviour problems at primary school. Twenty-four parents opted to attend the intervention. A control group of twenty-four pupils whose parents declined to participate in the intervention was selected. There was not a significant reduction of behavioural problems in the intervention group compared to the control group, based on pre-exclusion warnings or fixed term exclusion statistics, but there was evidence of “positive trends” (p105) for pupils in the intervention group based on measures of behaviour being “good or well contained” (p100). The authors concluded that these positive trends “may have helped to prevent exclusion” (p105).

The parenting course was delivered by the researcher with guest speakers such as the school SENCo and aimed to help parents develop their child’s behaviour skills, self-esteem and learning. The impact of the course was measured pre and post intervention: cognitive assessments, questionnaire data with parents and pupils; interviews with parents and information from the child’s school file were used. There was some of the lack of specificity around what is being measured, such as “general problems in primary school” (p100) and the behaviour measures indicated that the control group had poorer behaviour than the intervention group. However, the study’s findings are interesting because of the way it explored the effect of the parenting course on children’s academic abilities, social skills, self esteem and behaviour.

3. Strategies involving school systems

Overview

Strategies related to school systems to reduce the risk of school exclusion have been grouped into three themes: curriculum based interventions (Rogers, 2009; Charlton et al., 2004); school behaviour strategies (Gilmore, 2012, 2013; Preece and Timmins, 2004; Jones and Smith 2004); a classroom based approach (Jull, 2006). These studies provide evidence to show that strategies involved in school systems can support schools to reduce the risk of exclusion from school. Only the classroom

based approach (Jull, 2006), is at a primary school. There was no EP involvement with any of the studies involving school systems, and studies related to school behaviour strategies and the classroom based approach are very small case studies.

3.1 Curriculum based

The studies evaluating alternative curriculums for pupils who are at risk of school exclusion, both target pupils of secondary school age. The first, 'Skill Force' is a Ministry of Defence sponsored youth initiative. It was a key skills based vocational alternative to the traditional curriculum and its integration into schools is studied by Rogers et al. (2009). One of its aims was to reduce exclusions (Rogers et al., 2009, p132). In an earlier study, involving the perceptions of 521 pupils who had participated in the Skill Force curriculum, 40% of pupils reported that they had been excluded fewer times (Hallam et al., 2007, p54).

Rogers et al. (2009) analysed questionnaires from staff at eighteen centres and fifty-six schools, from sixty-four Skill Force staff and eighty-two school staff and visits made to six projects. Rogers et al. (2009) identified a range of critical factors in the successful integration of Skill Force, including "careful selection of pupils", where "success was more likely where there was a mix of students and where those with poor behaviour were at risk of exclusion, rather than already exhibiting extremely challenging behaviour" (p137). This indicates that there may be different levels of intervention required by different pupils.

An alternative curriculum was also evaluated by Charlton et al. (2004). The curriculum "AC2001" was evaluated because the Connexions service was a lead partner in a project intended to reduce the number of exclusions at Key Stage 4. The Connexions service was a UK governmental information, advice, guidance and support service for young people aged thirteen to nineteen (up to twenty-five for young people with disabilities). Connexions Advisors were based in secondary schools. 'AC2001' was designed to promote social inclusion through improving school attendance, by reducing exclusion risks and by enhancing educational and vocational qualifications in order to help optimise pupil's future employment prospects (p265). Nine participating schools used funding in various ways to deliver vocational courses to pupils in the target group. This was a small study, where fifteen pupils and fifteen staff involved with the project were interviewed. The evaluation identified generally positive perceptions from the pupils and staff, particularly related to workplace and college placements. The study identified a need for additional training for staff who were

working with this group of pupils. The impact on school exclusion related to the numbers of pupils excluded from school who attended the course AC2001 was not measured and there is a lack of detail about the curriculum content. This study provides limited evidence of the impact of AC2001.

3.2 School behaviour strategies

Three small studies are linked with school behaviour strategies. Jones and Smith (2004) presented an action research project which took place over three years in an inner city secondary school. The action research approach involved a Behaviour working party, developing a new behaviour and reward policy in a secondary school. Over three years the school reduced permanent exclusions from five to zero and fixed term exclusions from 169 to fifty-eight. The research took place from 1998 to 2001, when nationally school exclusion rates decreased. A range of strategies connected with school behaviour are referred to: an in school intervention centre, pupils working in the learning support unit, a mentoring programme and additional pastoral support (p125). Many factors had changed within the school system which impacted on school exclusion. Through exploring the consultative approaches of the Behaviour working party, there is evidence that staff and pupil perceptions around behaviour became more aligned, too. This is of key importance because it indicates how pupil voice was involved in the process of designing the behaviour policy. In common with Gilmore (2012, 2013), below, this is not a systematic analysis of all the different factors which contributed to a reduction in school exclusion.

The impact of an Inclusion Room (a room for pupils in a secondary school to do school work, from noon till 5pm, rather than be on a fixed term exclusion) was evaluated by Gilmore (2012, 2013). The study took place in one secondary school where over the five years to 2010, fixed term exclusions reduced from a 10% rate to less than 0.1%. The impact of Inclusion Rooms, although often used in secondary schools, is an under researched area, with a limited evidence base.

The case study approach of Gilmore's (2012) research, meant that the use of the inclusion room was explored through the views of staff, pupils and through school documents. Thirty staff online questionnaires were completed and nine staff, who were involved in the Inclusion Room, were interviewed. Gilmore (2012) found that the inclusion room was regarded as a "proportionate and fair" (p45) discipline response and its use was viewed as interrelated to other strategies such as pastoral support and parent support. The reductions in exclusion that the school had achieved were viewed as part of an overall approach. Pupils' perspectives on the Inclusion Room were explored,

through the analysis of interviews with five year 9 and five year 10 pupils. The perceptions of the pupils were broadly positive too, with the Inclusion Room perceived as allowing pupils to continue learning within a discipline model that complemented the processes of education (Gilmore, 2013, p.106). Details about the other elements of the discipline model would have enhanced the study. However, within the constraints of a small case study, the research is useful. Another small study was conducted by Preece and Timmins (2004), which evaluated a mainstream inclusion centre.

Preece and Timmins' (2004) evaluation of a mainstream inclusion centre was based on the perceptions of twelve secondary school pupils, whose interviews were thematically analysed. The authors explained how the school used funding from the Government Standards Fund who made resources available to schools in 2000 to help reduce exclusions (Preece and Timmins, 2004, p24). Pupils used the centre on a full or part time basis. Preece and Timmins (2004) interviews suggested that some pupils believed that they would have been excluded if they had not used the room. This small study of pupil perceptions is of limited value because the criteria are not clear for entering and exiting the inclusion centre or what the content of the day was in the centre.

3.3 Classroom based approaches

A small study was carried out by Jull (2006). He developed a computer supported student behaviour self monitoring procedure, called 'Auto-Graph' to record the nature of disruptive antisocial behaviours and positive behaviours. Data regarding behaviour was recorded on paper, then subsequently entered into the 'Auto-Graph' programme. The study took place over six weeks, with sixty-five students in two primary schools: in the first primary school the class was a mixture of year 5/6 pupils, and in the second a year 6 class. Jull (2006) situated the study within interventions to reduce school exclusion, by arguing that schools use exclusion as a response to disruptive behaviour, and that self-monitoring with the PC tool, is a "combined intervention and assessment strategy" (p489), because staff could speedily deal with behaviour issues, identify patterns and intervene. Although Jull (2006) concluded that the tool could be useful in reducing exclusions, the qualitative data of the paper indicated that the staff and pupils had mixed perspectives on the tool. Including details of the interventions that were triggered once patterns of problematic behaviour emerged, would have been useful as part of the study.

4. Strategies involving the local authority

Overview

Strategies involving the local authority have been explored through three areas: strategies for children looked after by the local authority (Berridge et al., 2009); developing inclusive systems in schools in the local authority (Parsons, 2010; Rose et al., 2018) and managed moves (Harris et al., 2016; Bagley and Hallam, 2015). These studies provide evidence of the positive impact that strategies at local authority level can have at supporting schools to work with children who are at risk of exclusion. The majority of studies related to local authority level strategies have been carried out over the last five years. EP involvement is only related to studies linked to managed moves.

4.1 LA strategies for children looked after by the local authority

A systematic review of interventions to support looked after children (Liabo et al., 2013), which included interventions that aimed to improve attainment, prevent drop-out or exclusions, found that “no study was robust enough to provide evidence on effectiveness” (Liabo et al., 2013, p341), consequently the authors identified interventions which they viewed as promising. One of their chosen studies was an evaluation by Berridge et al. (2009), which evaluated the impact of the Virtual School Head. The Virtual School Head’s role is to work at the local authority to improve the education of children who are looked after by the local authority, and coordinate local efforts.

Berridge et al.’s (2009) evaluation explored the impact of the Virtual School Head in eleven participating local authorities between 2005-2008. The Virtual School Heads were responsible for pupils in Key Stage 1-3, numbering between 100-140, and at GCSE numbering between 315-405 in each LA. The study included thirty-one children, twenty-five carers, twenty-one Designated Teachers (who have responsibility for this group of pupils at school), and ten social workers. Fifty-six children were interviewed in baseline and follow-up interviews. One of the outcomes used as a measure of the impact of the Virtual School Head was exclusion data. Different ways that Virtual School Heads had been able to contribute to supporting children at risk of school exclusion were identified. Improved monitoring, which led to quicker interventions from social workers and the virtual school team was identified as generally helpful in supporting pupils at risk of exclusion. Personal intervention from the Virtual School Head to negotiate timetables and attend appeals are also mentioned. The evaluation demonstrated the Virtual School Head had a positive impact on

exclusion in some local authorities through qualitative data. It identifies the importance of a strategic approach to preventing the exclusion of pupils.

4.2 Developing Inclusive systems within schools in the local authority

Parsons (2010) used secondary data and reports on research and action about how local authorities can successfully reduce or eliminate permanent exclusion. The project '*Strategic Alternatives to Exclusion from School*' used data from three high excluding and three low excluding local authorities over two years to identify systematic issues, and the strategic developments which are needed to reduce exclusion across local authorities. Parsons (2010) refers to seventeen zero excluding local authorities in 2008/9, up from twelve in 2007/8 who had implemented these strategies. He suggests that a strategic inclusion agenda that has been shown to work included eight key features:

1. Identify the credible inclusion champion at LA member level.
2. Negotiate speedily authority level changes in structures, provision and staffing that headteachers will accept.
3. Ensure the lead is taken by a high ranking and well-paid officer who has the authority and respect of heads and can do business with them.
4. Support school leaders in diversifying their provision and making best use of the diversified workforce in supporting challenging young people and their families.
5. Establish agreement amongst schools about how pupils might be moved from their current school, either permanently or temporarily, building on personal relations between schools but creating fair access protocols or points systems
6. Develop a range of alternative curriculum providers, assessing and monitoring that providers can meet targets and contribute valuably to children's development including qualifications.
7. Ensure that the teams of other professionals are of appropriate skill level and can offer a fast response.
8. Create and recreate the sense of belief in the LA's duty to provide calmly and restoratively for every child.

Parsons, 2010, p10

Aspects of Parsons (2010) approach were illustrated in studies by Rose et al. (2018), who suggested that inclusive systems can be developed through a partnership of primary schools.

Rose et al's (2018) study explored the impact of a partnership of primary schools on fixed term exclusion, from 2007 to 2011. Six primary schools opted to pilot a system of 'Transferred Inclusion', when disciplinary issues could lead to a pupil being transferred to another school for up to five days rather than having a fixed term exclusion. This grew to 18 participating schools over the course of the project. The number of fixed term exclusions decreased over the four years, from a rate of 1.07 to 0.25 per 100 pupils. Rose et al. (2018) suggested that because the data also demonstrated a decrease in the number of Transferred Exclusions over the four years of the project, there were wider effects of schools working together because school behaviour policies were adapted and schools reflected on positive behaviour management (p7).

The Transferred Inclusion project employed two behaviour support workers to work directly with and in schools across the partnership, who were aligned to a multi-agency team for supervision and the LA behaviour manager for linking to the local authority behaviour strategy. The schools devised a weekly roster where a pupil who was the subject of a Transferred Inclusion would move to the week's receiving school, where the behaviour support worker was located. This small study used a mixed methods approach. Four Head Teachers were interviewed in summer 2009, then towards the end of the first year, focussing on the school's behaviour management strategy and the Transferred Inclusions project. In 2011 a further six interviews and questionnaires with Head Teachers in twelve of the then eighteen schools, were focused on aspects of the project and general school approaches to behaviour management. Documentary evidence was used, including case studies and records of numbers of Transferred Inclusion pupils and fixed term exclusions in schools. Rose et al. (2018) were able to explore a number of the key factors that were involved in school exclusion, such as reintegration meetings for pupils on their return to school; the tension between punishment and support for pupils and how schools can work effectively with individual children and families. Although there is an absence of pupil and parent perceptions about the Transferred Inclusion process, the study found evidence that the approach had a positive impact.

4.3 Managed moves

A managed move means that a pupil who is at risk of being permanently excluded from school moves to a different school, initially on a trial period. If successful, the pupil will go on roll at the new school. Harris et al. (2006) evaluated this process when it was trialled in seven neighbouring secondary schools. A panel which included representatives of the seven schools and a Senior EP oversaw decisions about transfer and forms of support that would be available. Harris et al.'s (2006)

study included observation of panel meetings, focus group interviews with staff at schools and the PRU, 14 interviews with pupils and 5 interviews with parents. This was triangulated with statistical and policy documents from the local education authority.

Key strengths of the managed move process were identified: a fresh start; new relationships with peers and staff and an increase in pupils' self esteem. Specific features of the learning environment were positive: behaviour management; additional support (to access the curriculum) and out of school programmes. There were concerns regarding the amount of time-out some pupils spent out of school and limited access to curriculum because of part time timetables. There were mixed staff perceptions about the process. The study was unclear about the statistical impact on fixed term exclusions and permanent exclusions. The types of support provided are not explored in any detail.

There is some evidence to demonstrate that managed moves can be an effective intervention for children at risk of exclusion (Bagley and Hallam, 2015, 2016, 2017). Bagley and Hallam's (2015, 2016, 2017) study took place within one local authority. Thematic analysis was used to explore the perceptions of processes, successes and challenges surrounding managed moves, as well as exploring how key stakeholders (such as school and local authority staff), considered that there might be a role for the EP in the managed moved process. Factors that contributed to the success of the approach included: having a fresh start; home school communication; early intervention; pastoral support and involvement of the pupil. Challenges identified by Bagley and Hallam (2015) were identified as inter-school tensions, negative narratives around pupils, objectifying language and accurate diagnosis. Bagley and Hallan's (2015) research is limited because of its small sample size of eleven school staff and five local authority staff. It is unclear how many different schools were included in the study and although the roles of the school staff are briefly summarised, it is unclear how many Head Teachers, Special Educational Needs Coordinators and Inclusion Officers participated. Despite these limitations, the study informs our understanding of the managed moves process.

Key challenges were identified relating to the EP role in facilitating managed moves in Bagley and Hallam's (2017) paper. These were: a lack of role clarity, in terms of staff not understanding the role of the EP; the variability in the way that the EP was used across different schools; the EP as reactive within a school system where the pastoral approaches were already separate from the SEN approaches and EPs not having the capacity or responsiveness to contribute as well as being a high cost. Opportunities for further involvement with managed moves were also identified, where the EP

could contribute towards planning the transition to the new school, carrying out preventative work through earlier involvement and ensuring that an accurate assessment of needs had been carried out.

Although it set out to investigate the specific area of perceptions around managed moves and how EPs might contribute to facilitating them, the themes identified indicated that school staff and local authority staff perceived that EPs should be involved before pupils at risk of exclusion get to the point of having a managed move. Bagley and Hallam (2017) linked their findings with previous research around the role of the EP, focusing on: traded services; consultation and assessment; challenging negative narratives around young people; and eliciting young people's views (p331).

Summary of literature review 2

In Section 2, I have critically engaged with the research which has evaluated strategies and interventions to reduce the risk of school exclusion. As expected, due to the higher numbers of pupils excluded from secondary school, the majority of studies have targeted at pupils of secondary school age.

The literature suggested limited evidence for the impact of one to one interventions for pupils at risk of exclusion, with only one study (Osboth et al. 2016), involving a one to one component. Targeted group approaches to reducing the risk of exclusion from school were mixed, with some improvements related to specific scales of behaviour (Cullen-Powell and Barlow, 2005; Higgnett, 2017; Humphrey and Brooks, 2006). Group work intervention seems to have a negative impact on the behaviour of pupils who are teenagers with a high risk of school exclusion (Osboth et al. 2016; Bowey and McGuglin, 2006).

Targeted approaches to working with parents of children at risk of exclusion were mostly positive. All involved interagency approaches and were carried out between 2004 and 2007 (Panayiotopoulos, 2004; Lovering et al., 2006; Milbourne, 2005) and all but one (Orchard, 2006), involved working with parents whose children were primary school age or younger.

Strategies related to school systems to reduce the risk of exclusion were grouped into curriculum based interventions (Rogers, 2009; Charlton et al., 2004), school behaviour strategies (Gilmore, 2012, 2013; Preece and Timmins, 2004; Jones and Smith, 2004) and a classroom based approach

(Jull, 2006). These studies provided evidence that developing school systems can contribute to reducing exclusion from school.

Strategies involving the local authority were explored in three areas, focusing on children who were looked after by the local authority (Berridge et al., 2009), developing inclusive systems in schools (Parsons, 2010; Rose et al., 2018) and managed moves (Harris et al., 2016; Bagley and Hallam, 2015, 2016, 2017). The research provided evidence that strategies at local authority level can have a positive impact on supporting schools to work with pupils who are at risk of exclusion. The majority of these studies have been carried out over the last five years.

Within the constraints of the literature search, the role of EPs is most frequently evident in interventions for children at risk of school exclusion which have an interagency approach, dating back to the mid 2000s. Arguably, these approaches also provide a more robust evidence base around their impact. There is no mention of EP involvement related to the delivery of group work to pupils at risk of exclusion or in the implementation of school based strategies. At local authority level, EPs are referred to contributing to panels for pupils at risk of school exclusion, and in the process of managed moves.

Although Bagley and Hallam's (2015, 2016, 2017) research set out to investigate the specific area of perceptions around managed moves and how EPs might contribute to facilitating them, the themes identified indicated that school staff and LA staff perceived that EPs should be involved before pupils at risk of exclusion get to the point of having a managed move.

This indicates that there is a gap in the literature around developing an understanding of professional primary school perspectives concerning what the role might be for EPs in contributing to supporting primary schools to reduce exclusion.

This leads to the following research question:

- How might EPs contribute to supporting primary school staff to reduce permanent exclusion, from the perspectives of school staff and EPs?

Chapter 2 Methodology

Introduction

The first part of this chapter will situate my methodology within a research paradigm that incorporates social constructivist, pragmatic and interpretivist positions. The ethical dimensions that are interwoven with my ontological and epistemological positions will be made explicit. Alternative approaches which I considered when exploring the research question will then be evaluated. After that, I will provide a detailed account of the procedures I used to investigate primary school exclusion and how I approached the data analyses.

The objectives of the research were:

- To understand perceptions about the reasons why primary school exclusions are increasing
- To explore the possible contribution of EPs in supporting primary schools to reduce exclusions

These objectives were investigated through two research questions:

- What reasons do primary school staff and EPs give for the apparent rise in primary school exclusions?
- How might EPs contribute to supporting primary school staff to reduce permanent exclusion, from the perspectives of school staff and EPs?

This research is exploratory because I am aiming to gain further insight into the issue of primary school exclusion, to help define the exact problem and issue, then to suggest some hypotheses about the increasing rates of school exclusion and how EPs might contribute to supporting primary schools to reduce exclusion. The research has been proposed by the local authority in which the researcher is based, and within this context, the local authority is keen to reduce the numbers of pupils excluded from primary school.

Ontological and epistemological considerations

Ontology

Philosophical beliefs about reality underpin ontological positions. My ontological perspective and beliefs about the nature of reality were shaped by my professional experience of the way that, in part, the perspectives of the staff and EPs working with children contributed to the experiences of children within education. Of course, there were other factors which contribute to shaping the experience of children within education too (such as peers and parents). However, professional perceptions and interpretations influence how professionals account for phenomena and this impacts on the children with whom they work. For example, if a professional views intelligence as fixed, they are unlikely to incorporate evidence from Growth Mindset (Dweck, 2012) where intelligence is viewed as something which developed through perseverance and hard work. This made perceptions worthy of investigation because professional perceptions impact on the experiences of children. Just as there are multiple perspectives about individual children, there are multiple perspectives about the reasons for exclusion from primary school.

Social constructivism, the belief that reality is entirely based on human interactions, social constructions and perceptions (Carter and Little, 2007) means that I needed to “look for the complexity of views rather than narrowing meaning into a few categories or ideas” (Creswell, 2014, p8).

At the same time, I understood the importance of the pragmatic world view in my approach too, where “pragmatists believe that there is an external world independent of the mind as well as that lodged in the mind” (Creswell, 2014, p11). My research is supported by statistics related to primary school exclusion. Although the design of my research does not include a mixed methods approach, it was important that my position in relation to school exclusion data (i.e. that it tells us something useful about educational settings use of exclusion) was acknowledged.

In addition, I have been influenced by transformative world views, where I am committed to research which focuses on an area where there are issues of “power and social justice which need to be addressed” (Creswell, 2014, p9). One of the aspects linked to school exclusion is an issue of social justice, because of the negative longer term experiences of pupils who have been excluded from school.

My research aimed to deepen an understanding of the realities of professionals where the objective reality that brings the participants together is that they have experience of working with pupils who have been excluded.

Epistemology

Epistemology is the science of knowing, or systems of knowledge. This is about ways to know what exists in the universe. Epistemology, the *systems* of knowledge underpin the methodology, or the *procedures* used to investigate knowledge (Babbie, 2013, p4). My relationship with the reality of the area that I was investigating, which is the perceptions of professionals, meant that the way they were able to communicate their perceptions to me and explain their views was of key importance. I believed that through communication and explanation, reality is co-constructed, thus the initial point of co-construction of my understanding of participant perceptions was embedded in our interactions prior to the interview, during the interview and in my subsequent analysis of the interview.

There was a tension inherent to the process of interviewing between the extent to which what the participants say was a 'fact' and the extent to which their account was a 'narrative'. This needed to inform the approach taken to data analysis, because there may have been multiple meanings of what the participants said during interviews (Gubrium, 1998). I have taken a pragmatic approach to navigate the methodological issues of whether interview responses conveyed meaning, or were constructed narratives which communicated experiences (Silverman, 2013), through using thematic analysis (Braun and Clarke, 2006).

Methodology

A qualitative approach is a methodology which is able to "render the complexity of the situation" (Creswell, 2014, p4). Its key features are: the data collected is words, rather than the numbers used as data; the data is context specific; it produces rich data via detailed accounts from participants; it seeks patterns but can accommodate and explore difference in data; it tends to be theory generating, and inductive; it values subjectivity and reflexivity (Braun and Clarke, 2013, p4).

The strengths of a qualitative approach are that it allows for multiple understandings of social phenomenon and is particularly useful for exploring complex social phenomenon. The limitations within the qualitative approach are that the findings may not be generalizable to other contexts, since the data is context specific and tends to rely on a smaller sample. Part of my exploratory research design, with a range of staff and EPs involved “reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges.” (Creswell, 2014, p186).

The qualitative approach contrasts with a quantitative approach because the latter relies on numbers rather than words, with the aim of generalising findings to a wider population. Additionally, quantitative data seeks general norms which can reduce the diversity of the responses, it tends to be theory testing and values detachment (Braun and Clarke, 2013, p4).

The research paradigm at the foundation of this study is a qualitative approach which incorporates pragmatic, interpretivist and social constructionist positions because I wanted to have a deeper understanding of complex factors related to the reasons for permanent exclusion from school and how EPs might support schools to reducing exclusion. A quantitative approach would have constricted the way in which interviewees could talk about the issue of primary school exclusion. It would have been unsuitable for the study, because this exploratory research did not aim to test a particular hypothesis, rather it aimed to engender a deeper understanding of the issues involved than could be achieved via quantitative approaches.

Alternative approaches considered

Alternative approaches were considered, particularly the use of Case Study and Grounded Theory.

Case study

A case study approach means investigating “a contemporary phenomenon in-depth and in its real-world context.” (Yin, 2014). It would be interesting to explore school exclusion with the case study conception of a “process” (Roller & Lavrakas, 2015, p350), which is impacted upon by a variety of factors. The approach uses a range of methods and data to explore what is happening that contributes to a process. However, the approach would not have suited an investigation of perceptions of the reasons for increasing numbers of school exclusions, because I would not know

who was to be excluded from primary school or when they would be excluded, so could not do an in depth study prospectively. Although a retrospective case study approach could have been taken, information may have been coloured by participants knowing that a pupil had been excluded.

Grounded Theory

Grounded Theory involves the generation of theory from data. In the process, an inductive approach is used to generate substantive codes from the data, which are then used to develop theory which informs where the data is collected from next and shapes more focused questions (Glaser, 1978, p37). Grounded theory was considered because of its benefits in exploring under researched areas (Moriarty, 2011, p26), given that a combination of school staff and EP perspectives had not been previously researched in relation to primary school exclusion. However, I needed to do the exploratory work before being able to develop new theory, and this research can be considered to be part of that exploratory work. Additionally, Bronfenbrenner's (1994) ecological model was a useful way in which to conceptualise the different factors involved with research into school exclusion, such as those related to the pupil's behaviour and family context, school and societal factors. The use of theory is already important to my research because the theory served as "a lens for the inquiry" (Creswell, 2014, p.xxiii), particularly in the literature review, where Bronfenbrenner's ecological model was used as a basis for considering the reasons for exclusion (Chapter 2, page 35).

Thematic analysis

Thematic analysis is a way of analysing data. It involves analysing data through a process of coding, then identifying themes or patterns from the codes (Hsieh and Shannon, 2005, p1278). A theme is the concept that describes or explains the data. Thematic analysis as structured by Braun and Clarke (2006) is the method that I selected which best allowed me to explore my research questions. As qualitative research, this approach allowed me to maintain a blend of pragmatic, interpretivist and social constructionist positions.

The use of thematic analysis was appropriate for this study because the process allows the perceptions of participants to be distilled to key themes which can inform understanding of the area that is being investigated. The benefits of thematic analysis are that it is possible to take a range of perspectives and identify ideas, perceptions and viewpoints which are evident across the interviews. Thematic analysis allowed me to identify similarities and differences within participants' perceptions

of the reasons for the increasing numbers of pupils being excluded from primary school and contribute to research in this area.

Methods

Setting and participant recruitment process

The Senior Educational Psychologist at my placement as a trainee suggested two mainstream primary schools to approach. The rationale for approaching the schools was that they had similar cohorts of pupils and I was not carrying out work directly with the schools as a trainee. There is one alternative provision in the area which was approached for participation, because it was thought this would give an additional dimension to the research.

Contextual information about the schools

The setting of the research is in an urban area. According to census data from 2011, there were 116,447 people living in the area (Office for National Statistics, NOMIS report). 22.4% were aged nineteen or under, 60.9% were aged twenty to sixty-four and 16.7% were over sixty-five. The mean population age was 39.5 years. 94.3% of the population were white British, with Asian/ Asian British (3.2%), then Mixed/Multiple ethnic groups (1.6%) being the next two most represented groups. Levels of deprivation in the areas that the schools serve were in the highest deprived quintiles in the local authority and the second highest deprived quintile nationally (Department for Communities and Local Government, 2015).

The two mainstream schools who participated in the study had each permanently excluded fewer than five pupils in the academic year 2016/17. The alternative provision did not permanently exclude any pupils over the same timespan. Both mainstream schools were academies and the alternative provision was run by the local authority. Both mainstream schools had significantly higher numbers of pupils entitled to free school meals than the national average.

Recruitment of the settings

Sampling strategy

I was keen to ensure that participants with a range of roles and responsibilities were included in the research. For the school staff, this meant that a Head Teacher, SENCO, class teacher and a pastoral

support assistant were sought within the settings. The role of a pastoral support assistant differs between schools, but the role mainly focuses on delivering interventions which focus on the behaviour of the pupils. It was important for me to have a range of perspectives about the reasons for increasing numbers of pupils being excluded from primary school because different members of staff would have different relationships with pupils and may be aware of different reasons which may contribute to school exclusion. I believed that having a range of perspectives would give more depth to the data, and be more likely to reflect the different relationships and perceptions that might ultimately contribute to pupils' exclusions from school.

Mainstream settings

All settings were initially contacted via an email to the Head Teachers (Appendix 14). Both mainstream Head Teachers replied quickly, welcoming an initial meeting to discuss the research in more detail. However, there were considerations around the Head Teachers being both prospective participants and 'gatekeepers' to the schools. It was important that I developed a positive relationship with the Head Teachers to allow me to interview both them and their staff.

I met with the Head Teachers of the two mainstream schools, to explain the research in more detail and answer questions related to the study.

Alternative provision

The situation of the alternative provision, which had considerable local authority involvement connected with reaching capacity and having an acting Head Teacher in place, presented different problems.

The recruitment of staff from the alternative provision was more challenging. The alternative provision was being restructured at the time of the research. After several emails and messages left on the telephone, the acting Head Teacher gave permission for me to visit the primary school staff and talk to them about the research.

Recruitment of participants

Mainstream settings

I wanted to have four participants from each setting, with four different roles, to ensure a range of perspectives from the settings contributing to the study. The roles considered were: Head Teacher; SENCO; Class Teacher and member of Pastoral staff.

At school 1, the Head Teacher and SENCO attended the initial meeting and wanted to approach the class teacher and member of support staff themselves. At school 2, the Head Teacher also wanted to approach the SENCO, class teacher and member of support staff themselves. There are ethical issues to this, explored below.

The criteria regarding the participants was clarified during the meeting, i.e. that participants had worked in the school setting during the previous academic year and were willing to be interviewed about their perspectives. The participants were initially contacted in September 2017, and the interviews took place between October and December 2017. At the end of the meetings with the Head Teachers of settings 1 and 2, a date was agreed when I would come into the respective schools and interview participants. Participant information sheets (Appendix 15), Expression of Interest Forms (Appendix 16) and Consent forms (Appendix 20) were shared with the Head Teachers.

Participants from alternative provision

I gave a short talk to six primary school staff in the alternative provision about the research project in November 2018, explaining the purpose of the research and answering questions. Three of the staff present immediately volunteered to participate in the research and we scheduled mutually convenient times for me to meet them at the setting and conduct the interviews on different occasions. Participant information sheets (Appendix 15), Expression of Interest Forms (Appendix 16) and Consent forms (Appendix 20) were shared with the staff.

Although I had hoped to interview the acting Head Teacher of the alternative provision, she did not respond to my efforts via email or telephone messages. After one of the interviews, I asked one of the primary school staff if she would be able to introduce me to the alternative provision SENCO.

When I met the SENCO face to face and explained the research to her, and how I had been hoping to interview a SENCO from an alternative provision, she agreed to participate in the research. Although she had not been employed by the alternative provision in the previous academic year, she had been employed as a SENCO elsewhere, consequently I decided to include her perspective as an experienced SENCO.

Recruitment of EPs

When recruiting EPs to the research, I sent an email (Appendix 17) to all EPs working in the service outlining the aims of the research (Appendix 18) and providing information about how they could be involved in August 2017 (Appendix 19). Three EPs responded positively to my email within a week. As an agenda item at an EP County Service Meeting the following week, I spoke about the research to all who attended. After my brief presentation, a Senior Educational Psychologist said to the EPs that I really needed participants, and asked for 'hands up' about who would volunteer. Four EPs volunteered at his request. When I resent my original email with the aims of the research and information about how to participate, a further two EPs responded. All nine EPs who responded to my request before the deadline were interviewed.

When interviewing EP colleagues, my relationships with the EPs created a different interview to if the interviews had been conducted by a stranger. The advantage of this was that EPs were more likely to feel comfortable being able to ask questions and discuss their perspectives because we had a relationship already. Possibly, EPs may have felt that they were obliged to present a certain perspective because of their greater experience and the power dynamic which had already been established, because I was a trainee and they were all qualified EPs.

Through this process of qualitative research, I was determined to be mindful of the way that my background may "shape the direction of the study" (Creswell, 2014, p186). This was something that I was acutely aware of during the data collection process and the subsequent analysis, along with the way I contributed to the interviews themselves.

Development of topic guides

I used a topic guide that had been approved by my local ethics committee (Appendix 21). The guide was developed through considering how best to help staff and EPs consider their experiences with

individual pupils who were eventually excluded, with groups of pupils who had been at risk of exclusion but had remained in school and then consider wider, more general perspectives about the reasons for exclusion. I was also interested in how participants' experiences would inform the way they conceived of the issues around exclusion nationally.

My approach was underpinned by the "holistic account" (Creswell, 2014, p186). I believe that transparency is important when interviewing. Consequently, the key research questions were asked directly to participants as part of the interviews. Although Creswell (2014) suggests that asking questions directly to participants is an error of an inexperienced researcher, I would argue that in the context of exploratory research, as part of broader questions of the semi-structured interview, it was appropriate that I asked my research questions directly. Through asking the questions directly, I was being transparent as a researcher.

I used semi-structured interviews in order to have the best opportunity to be able to elicit the thoughts, feelings and perceptions that participants had about the rising numbers of children being excluded from primary school and how EPs can contribute to reducing exclusions. The semi-structured interview meant that I could have a more 'conversational' style. I used semi-structured interviews that allowed participants to give their perceptions about the increased numbers of excluded children and how EPs could contribute to reducing exclusion. I had a deeper understanding of the complexities of these perceptions, and how they were layered and interconnected, through the way that the participants explained the work that they had done with particular pupils and the Educational Psychology Service.

Approach to data analysis

The interviews were recorded and initially transcribed by two undergraduate students, who used a set of agreed transcription methods (Appendix 22). I then carefully checked each of the transcriptions, to both ensure that they were accurate and immerse myself in the data.

I used thematic analysis methods within a social constructionist model, which means I was also able to explore how participants co-constructed a version of "reality" (Rapley, 2004).

Braun and Clark's (2006) six phase model of thematic analysis was used, Figure 3 below.

Figure 3: Braun and Clark's (2006) six phase model of thematic analysis

Phase	Description of the process
1. Familiarising yourself with the data.	Transcribing the data (if necessary), reading and rereading the data, noting down initial ideas.
2. Generating initial codes.	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes.	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes.	Checking if the themes work in relation to the coded extracts (level 1) and the entire data set (level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis of selected extracts, relating back of the analysis to the research questions and literature, producing a scholarly report of the analysis.

Braun and Clarke, 2006, p87

Data analysis

After three interviews with EPs, I discussed a sample with my supervisor, and after that made a greater effort to draw out generalities from specifics. This meant that although participants were asked about specific children that they had worked with, I would try to ask if this was how they would usually work with pupils, and whether the specific experiences that they had described had been evident in other cases too. It became apparent that there was a difference in the way that participants responded to questions, differing in whether they would immediately consider generalities themselves, linking their answers back to what they knew was the underlying purpose of the research, or some participants were able to talk more in depth about specific cases, but answered more briefly when talking about general reasons. On reflection, with this area I was trying to move from an "idiographic" to a "nomothetic" explanation (Babbie, 2013, p20), because I was seeking to identify how the participants conceived of broader factors related to increasing school exclusion and contribution of the EP, rather than explore themes arising from their accounts of work with children who had been excluded.

With a renewed emphasis on ensuring that my interview questions allowed enough space for the participants to talk about their views about their perceptions about the reasons for increasing numbers of excluded children and the role that EPs could have in reducing these numbers, I returned to the interviews.

I used Braun and Clarke's (2006, 2013) approach to thematic analysis to analyse the data, applying the six phase model described in figure 3 above. For convenience, NVIVO (Version 10.1.0) was used as a data analysis tool, given that twenty-one interviews lasting up to one hour each, were carried out in total. NVIVO allowed me to manage a large amount of data in a straightforward way.

After the initial reading of the transcripts I was mindful of the choice between coding the "latent content" and the "manifest content" (Babbie, 2013, p301). I wanted to avoid a simple understanding of the number of times a specific issue had been mentioned, and ensured that I referred to a deeper identification of themes, to identify the "underlying meaning" (Babbie, 2013, p301) of the interviews. I adapted Braun and Clark's (2013) suggestions of questions to ask while reading the data, to ensure that I was reading the words "actively, analytically and critically" (Braun and Clark, 2013, p205).

In practice, this meant that as I read the data, my initial coding was informed by the following questions:

- How does a participant make sense of their experiences?
- Why might they be making sense of their experiences in *this* way (and not another way)?
- In what *different* ways do they make sense of the topic discussed?
- How 'common-sense' is their story?
- How would I feel if I was in that situation? (is this different from or similar to how the participant feels, and why might that be?)
- What assumptions do they make in talking about the world?

(Braun and Clark, 2013, p205)

"Focussing in on some of the data and disregarding other parts of it" (Creswell, 2014, p195) is referred to as a need to "winnow" the data (Guest, MacQueen, and Namey, 2012). I was aiming to

“aggregate data” into a much smaller number of themes, approximately five to seven as suggested by Creswell, 2014 (Creswell, 2014, p195).

Changes in analysis strategy

The changes in my analysis strategy were significant because they changed the themes themselves, impacting on the results that were reported and how the results were linked with research in the discussion section.

Initially, I annotated all the transcripts once, identifying codes, then themes. At the end of this process, I realised that a significant proportion of the themes that I had identified did not directly relate to the research question.

I carried out the process again, but this time with a focus on the research questions that were being asked. My themes were then identified within the umbrella of factors identified in Rustique-Forrester’s (2005) child related factors, school related factors and external factors. This was partly because I had agreed to provide the local authority with a set of preliminary findings and this was an efficient way to produce interim findings to a deadline.

This meant that the thematic analysis became more deductive, because the research questions that had guided my identification of themes were related specifically to the research questions. My awareness that the research questions themselves may imply a cause and effect relationship, is balanced with a pragmatic commitment to the way that understanding how professionals talk about and explain school exclusion is useful.

As I moved through Braun and Clark’s (2006) model, and to ensure that the coding process was internally consistent, I coded the items, one interview at a time, moved back and forth from the interview to all the previous codes that had been added and grouped together. Initially I coded into specific areas and grouped these together. Then after initial coding, I sorted the codes into child-related factors, school related factors, local authority factors and external factors and I identified themes within these areas, through a process of looking between individual data and across the data. This served my purpose in analysing the data in a useful way and making it relevant to readers. It also fits in with my ontological and epistemological stance, because I am keen for the research to contribute to the body of knowledge around the primary school exclusion and the role of the EP.

The simplicity of the presentation of analysis aimed to clearly identify similarities and differences in the perceptions for the reasons for increasing numbers of primary school exclusions, as well as similarities and difference in the contributions that EPs could make to reducing school exclusions.

However, this process meant that I generated too many themes from the process of thematic analysis. Additionally, this approach to analysis emphasised multiple factors that were beyond what was happening in schools and because exclusion rates vary between schools, even when factors related to the likelihood of exclusion have been taken into account. This second approach to analysis did not emphasise how the reasons for increasing exclusion were related to the schools themselves.

After discussion with my supervisor, I revisited the themes to step back from the data and identify a fewer number of overarching themes for the two research areas. It was during this process that I developed an analytical approach that related to analysis through the lens of ‘perceptions related to schools’ because school exclusion necessarily happens within school contexts. I realised that themes relating to what is happening in schools would be more useful as a focus than Rustique-Forrester’s (2005) approach of child related, school related and external factors, because I was able to identify themes which were relevant to what schools were doing and how they conceived of different factors in relation to schools. I found the process of identifying themes and keeping a focus on how school staff conceived of reasons related to ‘perceptions related to schools’ to be challenging, because staff and EPs seemed to use language that placed many issues as related to the individual pupils. I have reflected on this aspect of the process in my reflexivity journal (Appendix 25, Extract 5), where I have also considered the advantages and disadvantages of shaping interview questions differently had I known that this lens would be adopted.

Trustworthiness and validity

Ethics underpin the trustworthiness and validity of the data. I have attempted to address two important issues of personal involvement and how the data is used.

I was mindful that carrying out semi-structured interviews would be a way of allowing me to remain at a distance from the interviewees and avoiding the challenges of being so personally involved that it is “difficult to be objective” (Silverman, 2013, p284). During the school based interviews, I aimed to carry out in-depth semi structured interviews, with participants with whom I had established a ‘rapport’ rather than a ‘relationship’.

Additionally, I ensured that the way that I wrote the data analysis emphasised the nuances of professional perceptions. Thus I avoided “Anecdotal use of data extracts (like spectacular quotes from participants) out of context.” (Silverman, 2013, p284). I situated the comments of participants within the context of their discussion.

The validity strategies that I have used are an attempt to identify themes which are established based on “converging several different sources of data or perspectives from participants”. (Creswell, 2014, p201). In addition, I have been explicit about the lens through which I am looking at data, i.e. regarding ‘perceptions related to schools’. The process of discussing the data analysis chapter with my thesis supervisor also helped me to identify the strengths and limitations of the themes that I had identified, and further refine them. Thus I increased my understanding of how to justify, defend and present the themes I had identified.

A sample of coded text is in Appendix 23 and a sample of codes and themes is in Appendix 24.

Ethical considerations

The idea that ethics needed to be designed into a project from the outset, that it is “what happens in every interaction” (Komesaroff, in Guillemin and Gillam, 2004, p.266) impacted on the way that I approached this research. Appropriate ethical approval was sought from the University of Bristol School for Policy Studies and Ethics Committee and the approach to the research was adjusted in line with the board’s suggestions.

Ethics were interwoven with ontological and epistemological stances because drawing on pragmatic, interpretive and social constructivism, I played an active role in how perceptions were communicated during the interview process, and reported thereafter. This meant moving “beyond regulatory compliance” (Israel, 2015, p191), and demanded that ethics were interrogated throughout the process of the thesis. My stance meant that I wanted the participants to be more than passive subjects to be studied and so aimed to use semi-structured interviews to allow participants to communicate their views accurately.

The ethics process involved exploring “what it means to be trustworthy simultaneously to both research participants and the practitioners who might apply any research findings” (Bond, 2012,

p.99). Therefore, to engage effectively in an ethical way, my own ethical values needed to align with my methodology. As is the goal in some other social research, I wanted my research to help know “what is and why” (Babbie, 2013, p8). My broader ambition was for the research to contribute to “determining what ought to be” (Babbie, 2013,p8), in terms of reducing primary school exclusion and understanding how EPs may effectively support primary schools to reduce permanent exclusion in the future.

Conflict of interest, and the potential implications of a conflict of interest, occur when

“Various personal, financial, political and academic concerns coexist and the *potential* exists for one interest to be illegitimately favoured over another that has equal or even greater legitimacy...researchers caught in a conflict of interest risk appearing negligent, incompetent or deceptive.” (Israel, 2015, p169).

“Systems for transparency” (Israel, 2015, p.173) have been used to reduce the risk of appearing to be deceptive in the research, and this was particularly evident in my framing of interview questions. I have directly asked participants about their perspectives about primary school exclusion and how EPs might contribute to reducing exclusion.

There is an additional ethical dimension to my research because of the way that the research could have informed decisions in the current climate, where Educational Psychology Services sell a traded service to schools. In the local authority where the research took place, the Educational Psychology Service was part of a semi-traded model. This meant that EP services were purchased by schools. This dimension was a consideration because there was a risk that the research could be used to identify what the schools say EPs should do, then in the future offer this as part of a traded service, irrespective of wider evidence around strategies to reduce primary school exclusion. However, it is expected that the Educational Psychology Service is delivered in accord with ethical principles (BPS Code of Ethics and Conduct, 2009; BPS Ethical Trading, 2016).

Importantly ethics continued ‘well after the research [was] concluded’ (Israel, 2015, p186), and for me this dictated that my data analysis was conducted in a way which was both trustworthy and valid.

Specific ethical issues

The research proposal was amended in line with suggestions from the University of Bristol School for Policy Studies and Ethics Committee. In addition, as a trainee EP, I have adhered to the BPS Code of Ethics and Conduct (2009) and the HCPC Standards of Proficiency (HCPC, 2015). I have reflected on ethical issues that arose in my research as part of my reflexivity journal (Appendix 25, Extract 3).

Head Teachers influencing the perspectives that would be heard in the research

The consequences of Head Teachers influencing the choice of participating staff is acknowledged: there is a possibility that the Head Teacher would prefer for a certain perspective about the reasons for school exclusion and the possible contribution of the Educational Psychologist to reducing school exclusion to be recorded.

The participant recruitment originally envisaged in the ethics process, was designed partly because I had thought the Head Teachers would be more inclined for the schools to participate in the research, if I were to present to staff during a staff briefing session and answer their questions. This was not the case. It has been noted that “researchers may find it difficult to assess whether potential participants do have freedom of action” (Israel, 2015, p84) and with this in mind, I took steps to reduce the level of influence of the Head Teachers. I clarified to the Head Teachers that potential participants should not be forced to participate as part of their role and that it should be their choice. Additionally, I explained that I would also be giving participants the option to withdraw from the research without them having to explain why, at the start of the interviews.

I feel that ethically, I had balanced the need to carry out the research, with the integrity of the research project.

Informed consent, whereby the participants could have a full understanding of the implications of their participation in the process, was particularly important with participants who had been suggested with by their Head Teachers, outlined above.

The distinction between anonymity and confidentiality was clear: anonymity meant that the data was saved and became reported data without being attached to the participants’ names. Confidentiality meant that only I knew the participants’ names and did not divulge these.

During the process of interviewing, I became aware of the way that staff members' feelings about their role in the exclusion process were a feature of the way that they would talk about exclusion. This was particularly evident with a member of school staff who I interviewed. I had not anticipated that talking about the experiences of a child which led to exclusion would make some class teachers feel upset. My professional experience of supporting staff who may be struggling to cope with classroom experiences, informed my approach to the participants. I hoped that my non-judgmental approach to the emotions of school staff and belief that through carrying out research we can have a positive impact on change, helped to contain the teacher's emotions around this context.

I wondered about ethical considerations linked to the way that the research might be used by the local authority in their decision making. I had agreed to share preliminary findings with an Exclusion Consultant who had been employed by the local authority. I was able to share findings by emphasising that they were preliminary findings and they would be developed in more depth as the research and thematic analysis progressed. In addition, I was mindful of the fact that the findings focused on the perspectives of primary schools and EPs, and the possible contribution of EPs to reducing primary school exclusion. This could have been interpreted as suggesting that the EPs had all the answers and capacity to support schools to reduce exclusion and did not include other perspectives such as the local authority inclusion team, or the views of parents and pupils. This was emphasised in my preliminary report.

Specific ethical issues were considered in the process of data analysis too (Figure 4), which were addressed as part of the data analysis.

Figure 4: Ethical issues and how to address the issue

Type of ethical issue	How to address the issue
<ul style="list-style-type: none"> • Avoid siding with participants (going native) • Avoid disclosing only positive results • Respect the privacy and anonymity of participants 	<ul style="list-style-type: none"> • Report multiple perspectives. • Report contrary findings. • Assign fictitious names or aliases; develop composite profiles of participants.

Sources: adapted from APA (2010); Creswell (2013); Mertens and Ginsberg (2009) and Salmons (2010) in Creswell, 2014, p94

There are ethical dimensions to the way that the themes are reported. The importance of the researcher reporting “the full range of findings, including findings that may be contrary to the themes” (Creswell, 2014,p99) has been a conscious aspect of this process, particularly the aspect around “the diversity of perspectives about the topic.” (Creswell, 2014, p99). Within this, it is noted that the data analysis included the way that participants have alluded to different topics within their accounts of one to one work with pupils. I believe that since the participants gave informed consent regarding their involvement in the research, the deductive analysis of the research is valid and ethically sound. The identities of the participants are protected because I have not provided the level of detail which would allow them or their educational settings to be identified.

Chapter 3 Research findings

Introduction

This chapter presents the findings of this study, which explores school staff and EP perceptions about the reasons for rising exclusions from primary school and how EPs might contribute to supporting schools to reduce exclusions.

The two research questions were:

- What reasons do primary school staff and EPs give for the apparent rise in primary school exclusions?
- How might EPs contribute to supporting primary school staff to reduce permanent exclusion, from the perspectives of school staff and EPs?

The chapter opens with an overview of the educational settings and Educational Psychology Service in which the research took place, followed by an overview of the participants' roles. Next, Section 1 analyses the reasons that primary school staff and EPs give for the apparent rise in school exclusion. After that, Section 2 analyses the possible contributions that EPs can make to reducing primary school exclusions.

Educational staff profiles

The Head Teachers had been in role for varying lengths of time, one for over a decade and the other for less than three years.

Each SENCO in the mainstream settings had over a decade of experience in their roles. The alternative provision SENCO had been employed since the start of the academic year in which the research happened and had previously been employed as a SENCO for five years in a mainstream secondary school.

The class teachers had varying lengths of experience in their roles, ranging from over a decade to being in their second year as a qualified teacher.

The pastoral support workers in the mainstream settings had extensive experience of working in schools (both over a decade).

EP service overview and EP profiles

All the EPs who participated in the study were employed by the same Educational Psychology Service. The service covers a geographical area that is in the top twenty in terms of size, out of the forty-eight counties in England. The service is delivered through four different bases, each led by an Area Senior Educational Psychologist. The service is led by a Principal Educational Psychologist. Approximately twenty-two EPs are employed by the service on a variety of part time and full time contracts. Within this several EPs have Specialisms. The service is semi-traded, so statutory work (e.g. information for ECHPs) and work with children before school age is paid for by the local authority. Education settings purchase other EP services.

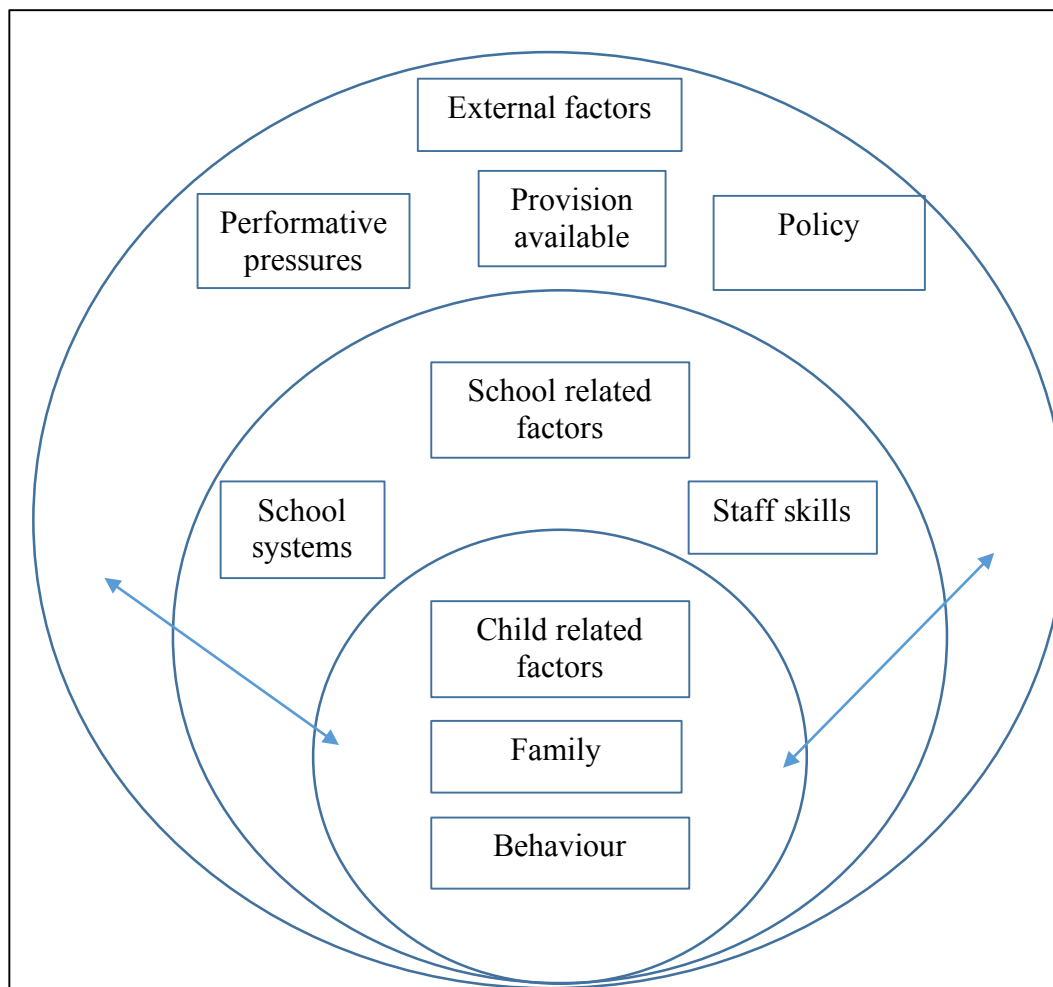
EPs had worked for the Educational Psychology Service for varying lengths of time. Four EPs had been working for two years or less. Three EPs had been working for the Educational Psychology Service for between three and five years. Two EPs had been working for the Educational Psychology Service for over a decade. Two EPs were Senior EPs.

Section 1 Reasons for the apparent rise in primary school exclusions

The theoretical nature of the Venn diagram

During the literature search, I considered the interactive factors related to the increasing numbers of pupils being excluded from primary school, in terms of previous research through Bronfenbrenner's bioecological model (1994). Figure 5 below.

Figure 5: Interaction of factors related to the reasons for school exclusion



Although this is a useful way to conceive of the interlinking factors regarding the research, the process of data analysis made me reflect on the purpose of the research itself. The qualitative nature of my approach meant that I was able to consider the research through the lens of 'perceptions related to schools'. Thus, the presentation of the Venn diagram (Figure 6 below) has a theoretical nature, as well as being a way of presenting the highest level of themes. Since exclusion only happens in a school context, the reasons for increasing numbers of school exclusion has been

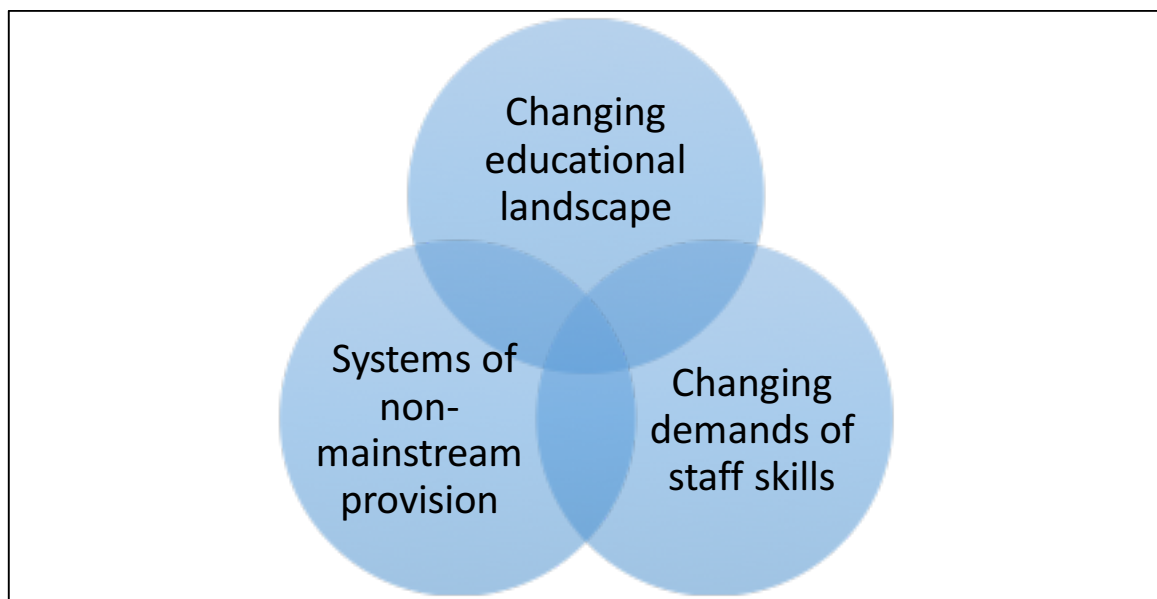
considered through the reasons which relate to schools themselves. The theoretical approach which I have developed emphasises reasons for school exclusion which are not 'within child'. This model captures aspects of the interactive reasons related to primary schools which is a school focused theory of permanent exclusion.

During data analysis, three overarching and interacting themes were identified (Figure 6 below) related to reasons for the apparent rise in primary school exclusions. These were:

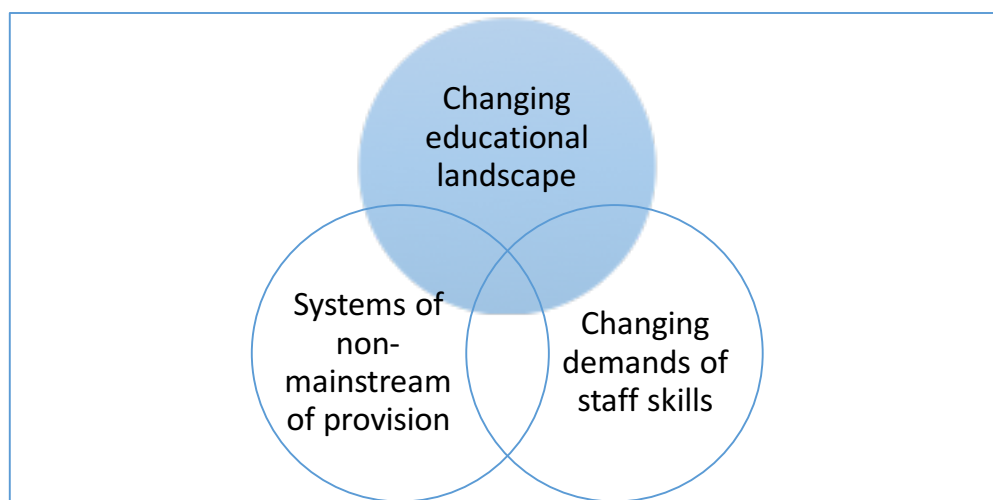
- Changing educational landscape
- Systems of non mainstream provision
- Changing demands of staff skills.

Section 1 of this chapter will explore each of the themes in turn. It is important to emphasise at the outset that staff and EPs all perceived the reasons for increase in school exclusion to be because of a range of factors which were interacting.

Figure 6: The three main themes contributing to increasing primary exclusion

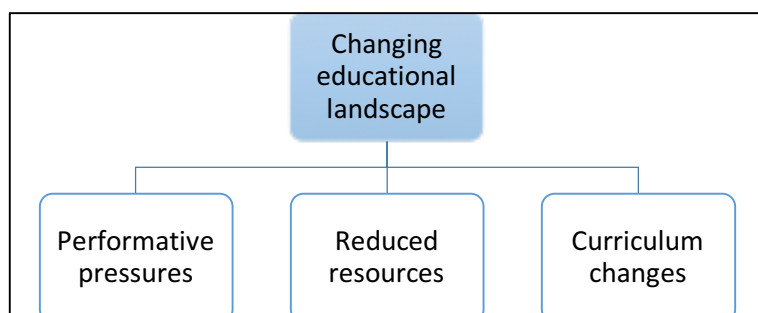


Changing educational landscape



The theme 'Changing educational landscape,' encapsulated the school staff and EP's identification of the way that increased exclusion from primary school was linked to increased external pressures. These external pressures related to performative pressures, reduced resources and curriculum changes (Figure 7 below).

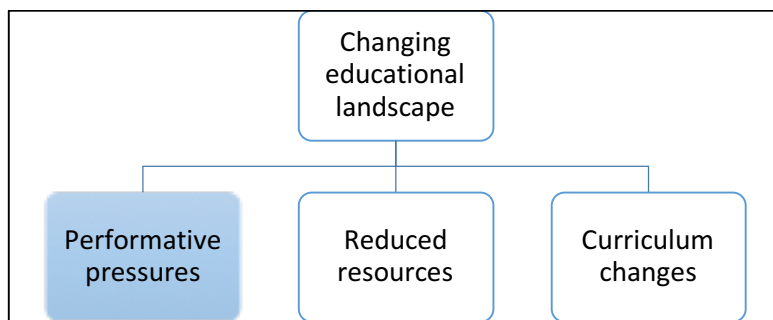
Figure 7: 'Changing educational landscape' theme and subordinate themes



Participants reported that settings were operating within wider changes that were thought to have contributed to increasing numbers of pupils being excluded from school. These were part of a broader educational landscape, within which schools were operating. Two EPs commented on diminishing inclusion in society more generally, with one stating:

I think society is becoming less accepting, less inclusive, that unless you're becoming this normal child that actually, there's no place for you. (EP9)

Performative pressures



Performative pressures were related to the Standardised Attainment Tests at the end of year 6, and schools' placement on league tables. They were identified as a key contributory factor to rising numbers of pupils being excluded. The performative pressures faced by schools were linked to minimum standards set by government. Demands on schools related to academic progress and attainment were viewed as negatively impacting on schools, teachers and pupils. As one Head Teacher stated:

It's all focused on testing, whatever they say, and schools are scared of losing their position or their reputation, so there is no tolerance whatsoever for a child who, that's going to, in any way threaten that status and so out they go. (Head Teacher, School 1)

Participants reported that schools vary in the extent to which they respond to performative pressures. Performative pressures were reported to be a greater factor in 'some' schools. A SENCO stated:

We don't feel the same pressure that some schools do, to be this really high achieving school, so if children are interrupting the lessons, we will keep going with it as long as it's not hugely detrimental to the other children because we know in the end it will be worth it. (SENCO, School 1)

From EPs, there was an understanding that performative pressures on schools impacted upon teachers and senior management. The experience of staff working in schools facing performative pressures was acknowledged by some EPs. They commented on teacher burnout and low morale, an awareness that senior leaders may lose their roles if school attainment was not increased and teachers pay increases being linked to the academic performance of pupils.

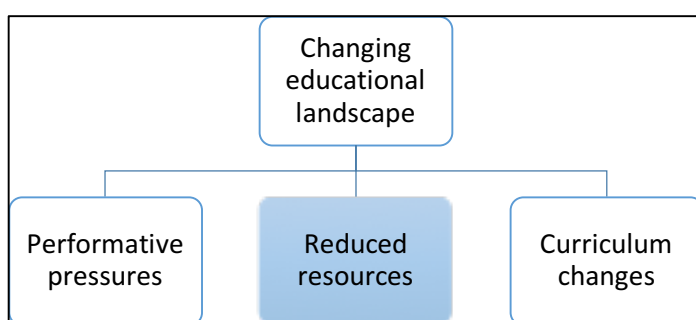
The negative impact of performance pressures on the pupils' behaviour was linked with the use of

assessment in schools. A relationship between the pupils' awareness of failing to reach expected assessment standards, and pupils' behaviour being a way of avoiding engaging with the risk involved with continuing to try to learn was reported. Consequently, the pupils' response to performance pressures on schools could be through poor behaviour. One EP linked this to the more general isolation of these pupils in school:

Typically speaking they also are low achieving, struggling with basic skills reading, writing, basic maths, which also sort of impacts on their level of isolation within a school. You know, I think that the combination of those things in addition to the school's openness to having them educated elsewhere is quite potent. (Senior EP)

This also suggested that permanent exclusion from school was a feature of exclusion from more general aspects of school life.

Reduced resources



Links were made between performative pressures and reductions in funding, so that there were fewer resources to support pupils to reach expected academic attainment. An EP stated:

With Ofsted floating around looking at things like spelling and grammar in schools and that then influencing potentially student numbers, it's higher stakes with less funding. (Senior EP)

The Head Teacher of School 2 was more tentative about the issues of performative pressures, but raised the issue as related to a number of factors, demonstrating how they are interconnected. She stated:

Is it a less tolerance within the classroom because we're under such pressure for children to achieve? We haven't got time. It doesn't feel that we've got the time and the resources, maybe that's it? (Head Teacher, School 2)

Some EPs stated that limited budgets can mean that schools provide less successful interventions, rather than tailored support to meet the pupil's needs.

The impact of reduced resources as part of wider reduction to resourcing public services was perceived to be a reason for the increase in numbers of children excluded from school, due to reduced support from other services. A Head Teacher referred to the socioeconomic circumstances of pupils, and the challenges these pupils may face. He said:

It would appear that those challenges have increased, it's just actually, no. The number of challenges is probably stable. It's just the support to deal with those challenges has shrunk.
(Head Teacher, School 1)

Reduced resources were also linked with the impact on families and the behaviour of children whose families are struggling. An EP said:

You have a level of austerity for the last six, seven years and as the squeeze gets tighter, it's the ones on the edge that drop off and often parents that perhaps were slightly struggling financially or emotionally to cope, they're the ones that get affected most and often they're the students whose behaviour deteriorates most at school because home is less structured.
(Senior EP)

Some participants said that reductions to services could lead to longer waiting times for pupils who needed support. These reductions were along with higher thresholds before pupils would receive support, with particular reference to Children and Adolescent Mental Health Support Services (CAMHS). Due to reductions in other services, it was stated that the role of schools has changed. Thus, schools have been supporting increasing number of issues related to the welfare of pupils which included the emotional and mental health needs of pupils.

The increased pressure on schools to support pupils with difficulties that they were having outside school, was referred to in terms of the increased number of pupils who required pastoral support. A pastoral support assistant commented on the workload that she carried out with her colleague. She said:

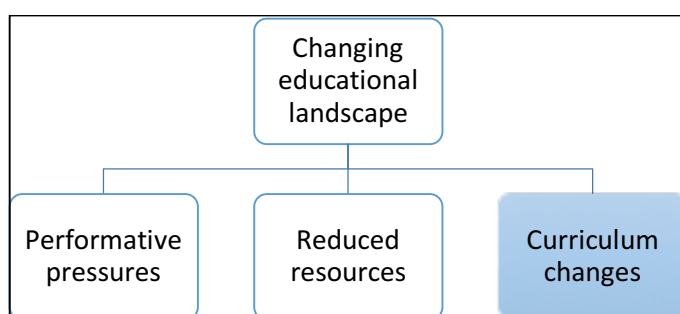
I mean we see an awful lot of children between the two of us now and they're only really allocated half an hour, but a lot of that time goes over we sort of like come into the breaks, which I don't mind, don't get me wrong, cause I'd rather them be there talking to me and telling me things and I'm helping them, but yeah, it is a time factor there's just not enough hours in the day. (Pastoral support, School 1)

There was a perception that some schools were not able to afford the cost of employing the appropriate staff to support individual pupils. Senior staff from both mainstream schools in the research commented on the way that as academies who were part of a wider federations of schools, the costs of internal pastoral support could be spread between schools. It was perceived that this might not be the case in other schools. A Head Teacher commented:

If you've got a child in a school you are not going to pay and employ a one, a person for that child. And the simple solution for those people, as wrong as it is, is just get rid. (Head teacher, School 1)

Academisation is the process through which schools have moved from the control of local authorities to being funded via central government, rather than through the local authority. The positive use of resources linked to academisation described above contrasted with perceptions of EPs, where two interviewees commented on academisation as contributing to increasing numbers of exclusions from school.

Curriculum changes



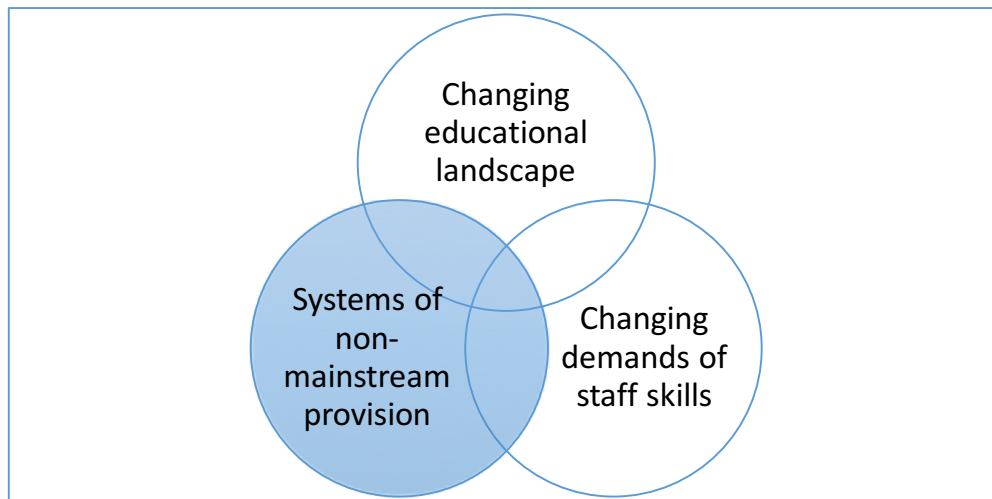
A subordinate theme linked to 'Changing educational landscape' was the curriculum. Some staff and EPs made reference to the higher expectations and greater challenges of the national curriculum, since the introduction of the new primary school curriculum in September 2014.

School staff explained that the content of the national curriculum was not engaging for pupils. It is

variously described as ‘Victorian archaic rot that the children have to trundle through’ (Head teacher, School 1), and ‘absolutely atrocious’ (SENCO, School 2). A Head Teacher stated:

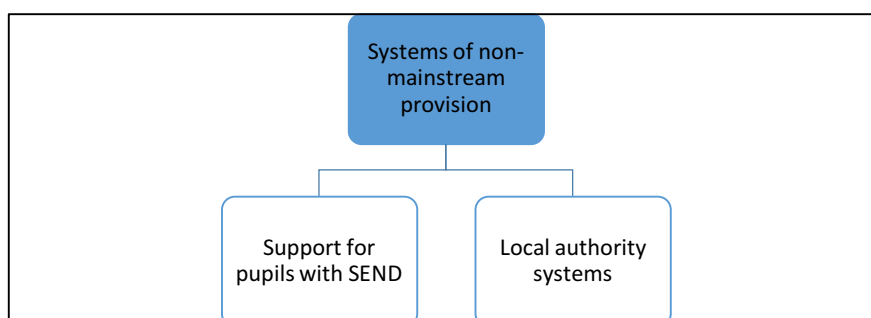
Have the standards of what’s expected of the child increased? Definitely. Academically they have. The programmes of study have got harder. (Head Teacher, School 2)

Systems of non-mainstream provision



The next theme that I will discuss is related to systems of non mainstream provision. Two subordinate themes were identified. First, local authority systems, and secondly, increasing issues of related to SEND (Figure 8).

Figure 8: ‘Systems of non-mainstream provision’ theme and subordinate themes



Non-mainstream education settings include alternative provision (such as pupil referral units) and special provision. Specialist provision is for pupils with specific educational needs, such as Social, Emotional and Mental Health needs or learning difficulties. This was the area of research where there was the biggest discrepancy between the perspectives of EPs and those of school staff. For some school staff, a lack of specialist provision in the local authority was viewed as being linked to

increasing numbers of primary school exclusions. There was a perception among some staff that some pupils with specific behaviours, should be in specialist provision. A SENCO said:

You've got students coming into a mainstream school that just cannot cope with mainstream school and a lot of those are sensory C and I [Communication and Interaction] issues, you know, you've got a lot of students coming in with sort of Autism, Asperger's type behaviours that just, that can't cope but there isn't enough specialist education in [county]. I genuinely don't think there is. There just isn't enough. There's never any spaces. They always say it's full and they commission places, but these kids need very sort of bespoke timetabling.
(SENCO, Alternative Provision)

Some school staff expressed the view that there was expertise and specialist training in specialist schools, that was beyond that of mainstream school staff. A Head Teacher said:

They have the training and the expertise and are able to manage these sorts of behaviours, whereas we don't, in a mainstream school. We don't have those sorts of expertise. (Head Teacher, School 2)

A positive account of a specialist setting was provided by a SENCO who referred to the small groups and highly skilled experts who were able to support pupils.

One SENCO linked the availability of alternatives to mainstream for pupils with whether or not a school would exclude a pupil, where a school might be more likely to exclude a pupil if there was an alternative place that the pupil could attend. The comments of a SENCO reflected the way that perceptions of educational provision elsewhere can impact on how the school staff approach their work with pupils:

So we will always hold on to children as long as we possibly can, because we know the options after school are not great for them. And it's not. It depends on how old the children are, if they are for example in reception, there is no provision for them once they get moved out and we also know that some of the support places that are there, the alternative schooling, are full. (SENCO, School 1)

This is related to increased rates of exclusion because the participant seemed to be suggesting that staff would be more likely to exclude a pupil if there was somewhere else that they could be educated. This means that analysis of themes demonstrated two conflicting views being held: first, that there was not enough specialist provision being a contributory factor to increasing school exclusion, secondly, that if there was more specialist provision for the appropriate age group, then a school might exclude more quickly in order to get the pupil into alternative schooling.

The attitudes of most EPs to specialist provision tended to be different to that of school staff. EPs acknowledged that school settings would perceive there to be a lack of specialist school placements available. However, EPs viewed school staff perceptions of specialist schools as being underpinned by the concept that there was better provision for pupils elsewhere. For some EPs, this was viewed as contributing factor for increasing numbers of school exclusions.

EPs alluded to the way that mainstream school staff believed that staff in specialist settings have the ability to apply skills to working with pupils who have been excluded or who are at risk of exclusion. Staff beliefs about specialist provision were described as ‘*imagined*’ (EP1). An EP explained how this belief in better provision elsewhere could also be linked to the reasons that staff had to exclude pupils. He said:

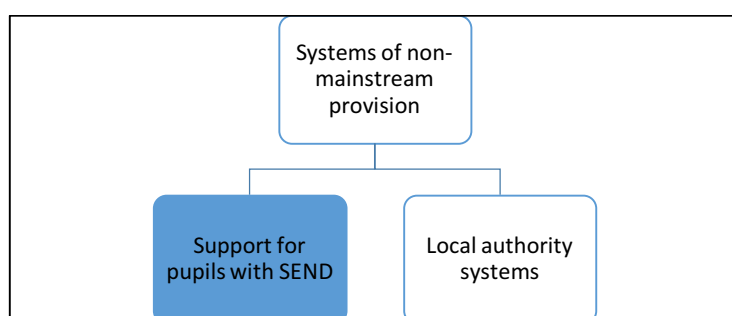
There’s this belief that there’s a better school somewhere else. And by permanently excluding them, they can go to that better school, with better teachers and you know better facilities and better resources, you know, and so it adds to this, given that belief, it adds to the idea that a child is inappropriately placed within a school and doesn’t belong in the school. (EP6)

Beliefs about therapeutic support, particularly in relation to mental health difficulties, were highlighted by some EPs as a particular resource that school staff perceived that specialist provision offers. One EP reported:

You hear a lot of ‘he needs a therapeutic intervention’. But they don’t always necessarily know what that means but they think that they can get that in a special school. (EP7)

School staff’s beliefs about specialist provision were identified by EPs as contributing to increased numbers of exclusions.

Support for pupils with SEND



The theme has been identified from the data because of the way that participants refer to some of the issues around the identification and support for pupils with SEND. This relates to non-mainstream provision, because pupils need to have a recognised SEND in order to be eligible to attend some non-mainstream provision. Additionally, pupils who attend alternative provision may have SEND which have not been identified.

Diagnosis of a pupil's condition (such as ADHD or Autism), was linked with how best to support pupils who had such a diagnosis. An EP referred to the way that with ADHD, medication without intervention could mean that pupils were not taught how to manage their behaviour. When an EP talked about a pupil that she had been involved with, she said:

She was on medication for ADHD and mum was confused...mum thought that would fix everything. She thought she would stop being so active and also that it would improve her pathological, the demand avoidance that we were seeing, those behaviours. So I did sort of have a consultation with mum, to explain that when they're on medication, that's the time to teach some strategies to cope because it's not a cure and it's time to do some work with the child, so eventually they can come off the medication and manage themselves, but mum's answer was she just wanted more and more medication. (EP5)

A class teacher commented:

There's a lot of ADHD diagnosed but then not necessarily strategies around that on, okay so we've got this diagnosis, what are we going to put in place to make this work? It's just, well here's some medication and on your way kind of thing. Which for families, isn't very helpful and nor is it very helpful for teachers. (Class teacher, Alternative Provision)

This suggests that there are limitations related to the diagnosis of some conditions, particularly ADHD, where the behaviour of pupils remains problematic in the educational settings, thus further support is necessary.

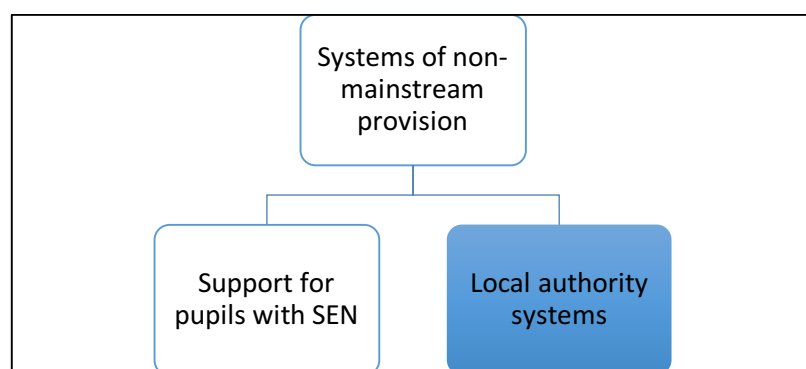
An EP described how she was able to support a school teacher by reframing ‘behavioural issues’ as ‘sensory needs’, and support the teacher to better meet the pupil’s needs in the classroom. The pupil was subsequently given a diagnosis of Autism. This indicates how support for pupils with SEND can occur in schools before they have a specific medical label.

Diagnosis was referred to particularly by staff at School 2. A reason for the rise in the numbers of permanently excluded primary school pupils was tentatively suggested. The Head Teacher said:

‘Is it that more people are not seeking for a diagnosis for different needs for different health things?’ (Head, School 2).

However, the SENCO at the same school, commented on diagnosis too, stating that parents questioned her about whether she thought specific pupils had Autism. For the SENCO, the issue of diagnosis was related to the abilities of the parent to have the skills needed to ensure that a diagnosis was made through parents taking their children to necessary appointments and meetings.

Local authority systems



Some participants suggested that the systems in the local authority provided limited support to pupils, which contributed to increased numbers of excluded pupils. This is a subordinate theme related to ‘systems of non-mainstream provision’ because of the role that the local authority has in being able to have an overview of non-mainstream provision within the county, as well as having a legal responsibility to ensure that all pupils are receiving an education. At the time of writing, a local authority inclusion team was responsible for liaising with schools regarding school exclusion. Some

school staff and EPs had difficulties working with the team. For one Head Teacher, the inclusion team lacked understanding about the way in which support could be provided. He explained:

So you tend to get this, 'Oh, I'll give you £1,000' and it's like well actually... I said I'd take it, of course I will, but what are you expecting me to do with that £1,000? What impact? How is that going to change the circumstances for this child, or effect any improvement? (Head Teacher, School 1)

One EP stated that the local authority approach was driven by trying to avoid pupils being excluded because they need to demonstrate a statistical change in reducing exclusions. He said:

All the little sort of behind the scenes, sort of little arrangements that get made in order to avoid children appearing as a statistic on their sheet, so they can show that there's been an impact. (Senior EP)

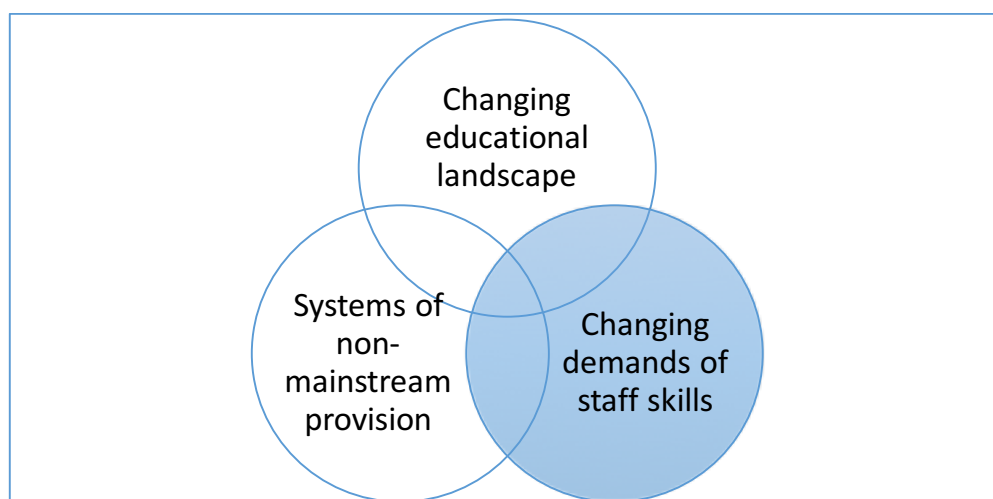
This seemed to suggest that the approach of the local authority team was not driven by the needs of the individual pupils, but by the statistical significance the pupil represented. One SENCO linked her answer to the question about reasons for increases in permanent exclusion, to the belief that a permanent exclusion from school could speed up local authority support for the pupil. The SENCO said:

It is a door. It is a way to get the services turning up a lot quicker...it brings out the services, they all turn up...As soon as it was found out that he was permanently excluded they all come out of the woodwork you know. And I think they should be coming out of the woodwork before. (SENCo, School 2)

Local systems were perceived as being slow to respond by school staff and EPs. There was a perceived time delay in receiving support from the local authority. One Head Teacher linked limited support and time delays to rising school exclusion. He said:

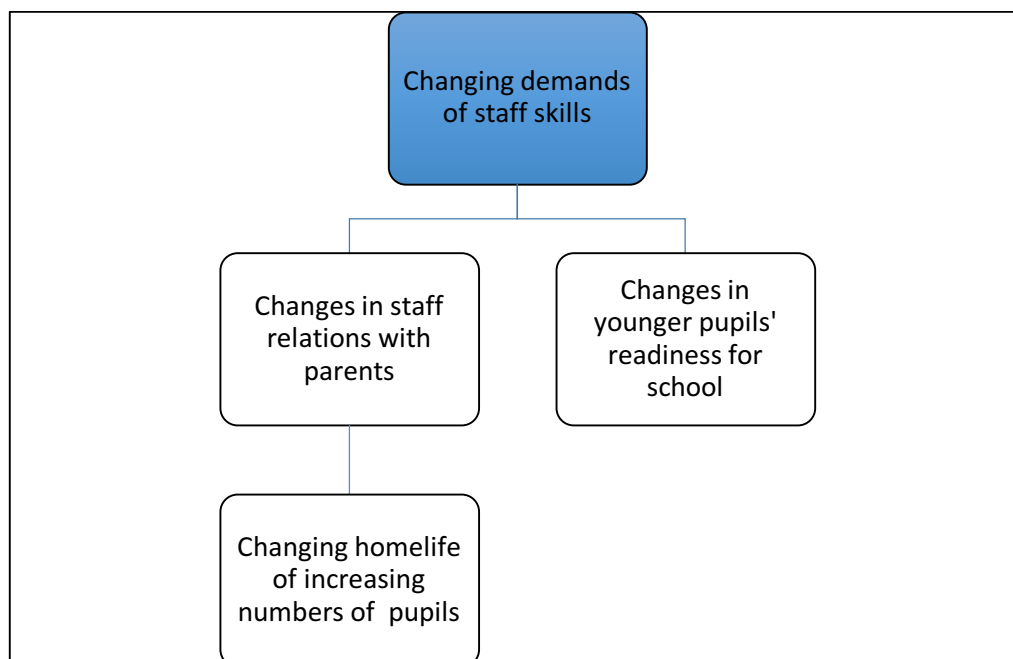
The rise is because actually there's nothing there, there's no, well there's limited, not that there's no support, that's unfair, but there's limited support coming in, and the time it takes to get that. (Head Teacher, School 1)

Changing demands of school staff skills



Changing demands of school staff skills have been identified as a key theme relating to the increasing numbers of pupils who are excluded from primary school (Figure 9 below)

Figure 9: 'Changing demands of staff skills' theme and subordinate themes



EPs and school staff referred to school staff skills as impacting upon increasing numbers of primary school exclusions. The way that schools were now '*so inclusive*' (SENCO, School 2) in terms of the different types of pupils who were educated in mainstream schools, was suggested to have demanded more of school staff skills by one member of staff. This was related to exclusion because there was a suggestion that more was being demanded of the school staff because of the inclusion of a wider range of pupils.

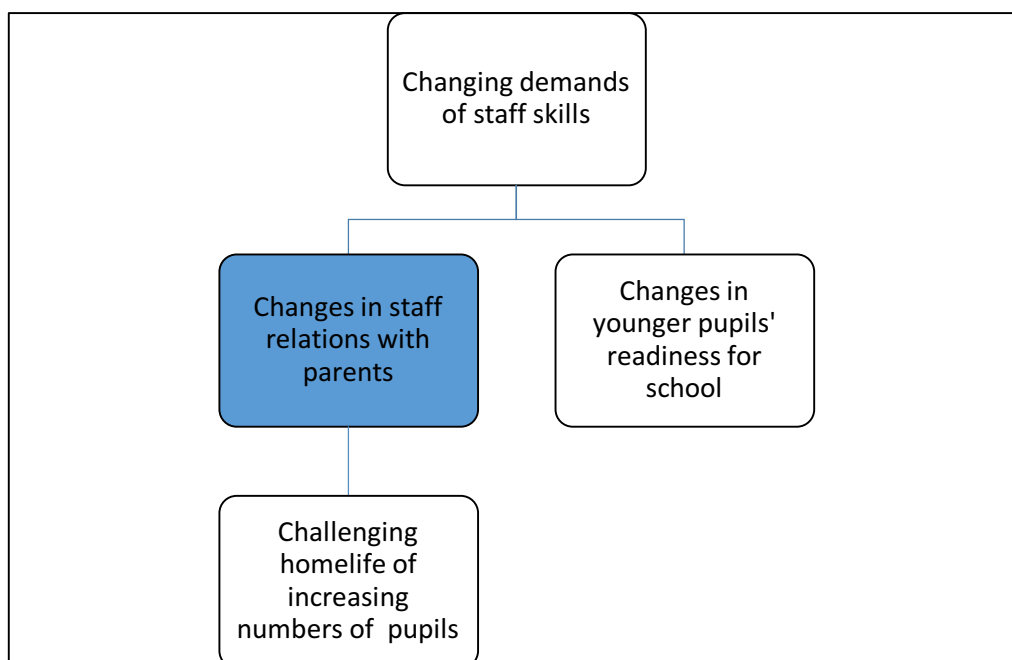
School staff not feeling skilled enough to be able to cope with the behaviour that they were encountering, was acknowledged as a factor by both EPs and staff. Some school staff and EPs perceived there to be a lack of training around Special Educational Needs in general, as well as specific Special Educational Needs (such as Autism). This was linked with a lack of knowledge of staff about the reasons why the pupils were behaving in particular ways.

For one EP, the core beliefs of staff were thought to have shaped how school staff responded to pupils' behaviours. He said:

I could say, you know what didn't help me was quite fixed beliefs, or a lack of, an unwillingness, to consider other perspectives [...] 'bad behaviour must be punished,' that's the core belief. So I suppose it doesn't help me in terms of trying to get people, to support people, to come with sort of their own solutions, because [the] core belief is, well, it's punishment, that's what you do. (EP9)

Training then becomes part of a way in which the core beliefs that staff have relating to behaviour can be impacted upon.

Changes in staff relations with parents



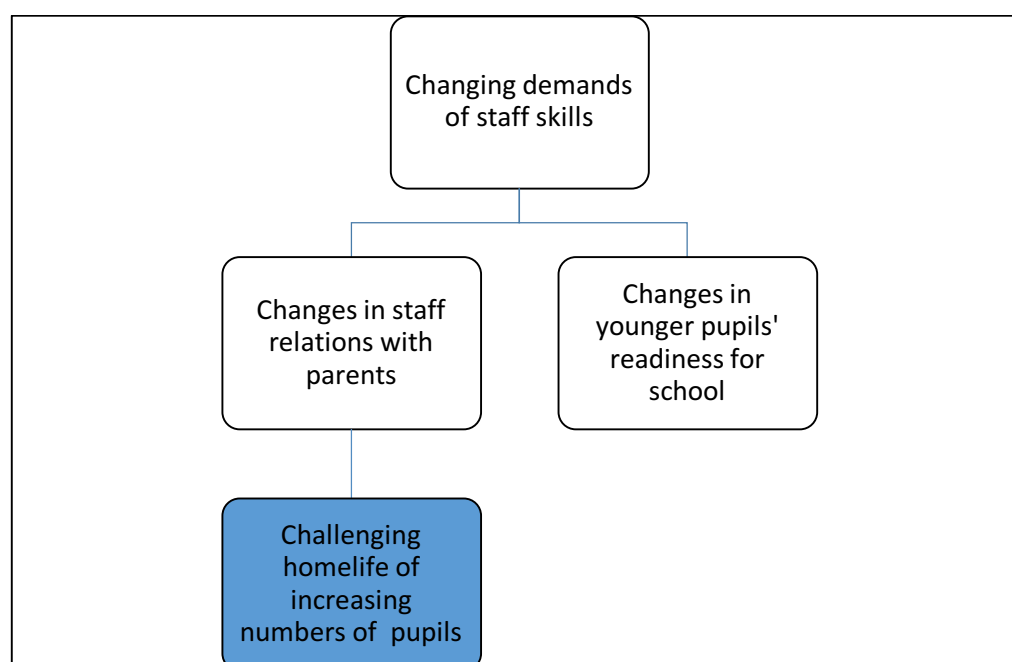
When participants talked about the reasons for increasing numbers of exclusions from school, changes in staff relations with parents were identified as a factor involved with the increase, with some parents having greater expectations of what school staff could do to support pupils. With increased expectations from individual parents, more is demanded of staff skills. This relates to school exclusion because staff time is being spent responding to parental demands.

A pastoral support assistant commented on the changing relationship with parents suggesting that greater demands were placed on the school staff, with increased parental expectations of what the school could offer. She said:

And you think there's three hundred and twenty children here, how are we supposed to individually support every single child in a nurture behaviour? They almost want us to parent the children for them. (Pastoral Support, School 2)

It seemed that there was a discord between what parents wanted from the school, and what the school was able to provide. Some school staff referred to a lack of respect from parents towards the teachers and described the way that parents could challenge how school staff responded to pupils. This theme suggested that the power dynamic between staff and parents had shifted, with some parents not supporting the school staff approaches, which means that staff may need to develop their skills in working with parents.

Changing home life of increasing numbers of pupils



Home situations were a subordinate theme within the data, interpreted as impacting on pupils' behaviour at school and contributing to increasing school exclusion. The ability of school staff to respond to the challenging home lives of increasing numbers of pupils is a subordinate theme. This links with the overarching theme of expectations of staff skills because of the implications on the skills of staff and how staff are equipped to deal with the issues that pupils are having at home and the way that these may be exhibited at school.

The increasing number of children who may have been experiencing multiple relationships was viewed as a contributory factor to increasing numbers of primary school exclusions, since pupils may have been experiencing the complications of these relationships in school, as well as at home. One EP commented:

More children with complex family breakdowns and new family arrangements often step siblings in the same school, cousins, very interlinked communities within the school and overlapping for the family situations. (EP1)

The wider context of family experience was also perceived to be a factor, with siblings previously being excluded identified as 'normalising' the experience of school exclusion, so that it became more likely for younger siblings. This was referred to by some staff and EPs when they were describing their experiences of working with pupils who had been excluded too.

This was also reflected in the comments of the class teacher at the Alternative Provision, who viewed a rise in primary school exclusion as linked to a ‘*vicious circle*’, where siblings were educated at the same Alternative Provision. A class teacher commented:

I think it's kind of like the whole family factor, the whole vicious circle, they've got brothers and sisters here, quite a few. (Class teacher, Alternative Provision)

The structure of pupil's home life is framed as having an impact on increased exclusion from school, because there was a perception that when home becomes less structured, then behaviour will deteriorate. An EP said:

Often the home lives of these kids is quite complex and you know, quite chaotic so a lot of these kids didn't really have a great deal in the way of boundaries and structure and then suddenly they were coming into a school where boundaries and structure are in place and you know and they were simply riling against these boundaries and structures. (EP6)

The language that is used in the two schools differs, when describing changes in the home situations of pupils. At School 1, a contributory factor for increasing numbers of pupil exclusions was ‘*the things they are battling in their home lives*’ (SENCO, School 1). The increasing pressures faced by parents were described. These were related to changes in the way that benefits are paid, ‘*pressures on them to go back to work*’ (SENCo, School 1) and mental health issues.

Increasing poverty was linked to triggering depression and increased substance abuse by a pastoral support worker, who commented:

You've got a lot of poverty out there. A lot of the parents don't work, so you know they're just hanging around at home all day and then depression hits in and then after that they could be they could turn to alcohol or drugs, and then we get a lot of domestic violence as well on the estate and children are witnessing that, so that's not going to help as well. (Pastoral Support Worker, School 1)

When an EP reflected on the pupils whom he had worked with who had been at risk of exclusion, he commented on this area too, and how the experiences of the families could impact on the pupils:

I think they are at risk of exclusion because they all came from families who experience poverty and I'm not just talking about relative poverty, I mean absolute poverty. They come from families who, for whatever reason, they experience a range of abuses whether it be emotional or physical or neglect or witnessing, observing being party to domestic violence.
(EP9)

In School 2, changing family situations are framed within the concept of parenting skills.

The children who are at risk of permanent exclusion, I need to be very careful how I say this, they, there is usually a blocker with the parents... I think that there is a lot of stigma attached to asking for help. (Head Teacher, School 2)

Here, the Head Teacher comments on parenting ability and skills:

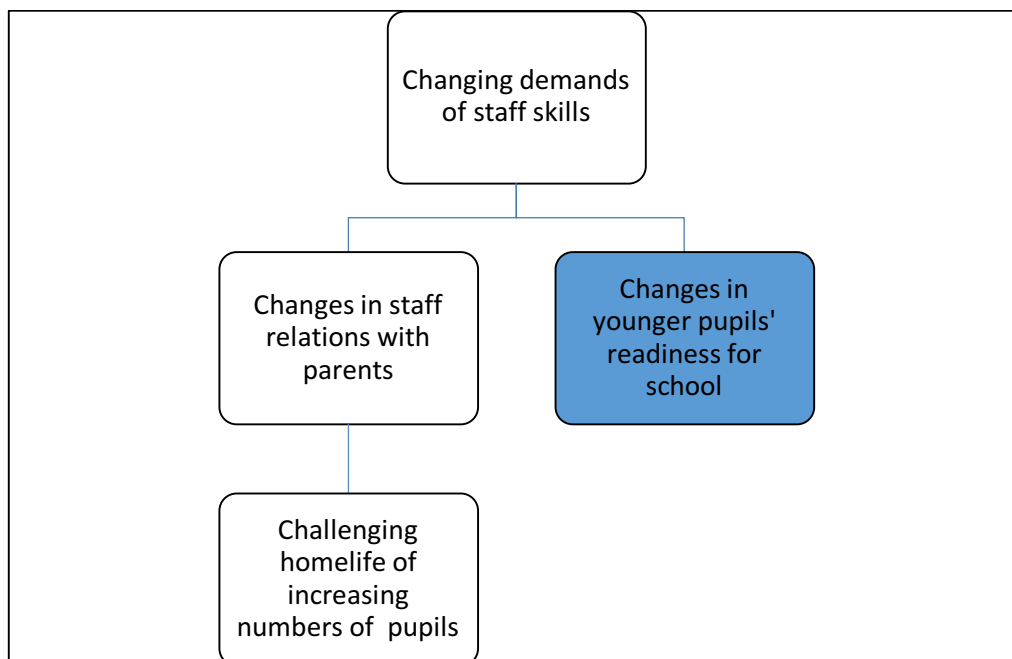
I think parents who need support in their parenting ability and the way they parent their children, if they are struggling with that, I think that there is a feeling of failure, therefore they just kind of battle on, as opposed to asking for help and they feel judged and that's quite difficult to reassure people that isn't the case.

Int: Who do you think they feel judged by?

Professionals, you know, people coming in and telling them what to do. This is why I think Early Help is a great thing because it's people who come in, in a very friendly manner and a very supportive manner, they come in and help parents set up routines because it's the basic parenting skills. It's setting up routines it's making sure they're fed, making sure they're disciplined and making sure they're not on their Xbox, tablets, whatever they've got all night but I think asking for help is quite difficult. (Head Teacher, School 2)

An increasing deficit in parenting skills was identified as a reason for increasing numbers of school exclusion, because the behaviour of the pupils at school was connected with a lack of routine and 'basic parenting skills' at home.

Changes in younger pupils' readiness for school



Changes in younger pupils' readiness for school demands a different approach from school staff, because there was a perception that an increasing number of pupils began school with lower general abilities than previously. This means that staff and EPs were linking increasing rates of school exclusion with the way that education was experienced by pupils from the start of reception. This links with the overarching theme of increased expectations of staff skills, because staff may not have the skills to work with children who are not ready for school.

There was a perception that the communication skills of pupils had changed. An EP said:

I think language levels in children now going into reception probably being in some areas much weaker than it should be. (EP1)

The development of language skills was linked with how children played and interacted when they were younger, before they had started at primary school. An EP talked about the importance of play, in terms of the link between social skills and behaviour. She said:

It's so important play, to learn cultural skills, social skills and I think if they don't have those opportunities to play, I mean quite often at home they're on screens you know you're relying on the nursery to provide good play and that isn't always possible so I think there's a lack of

learning through play in the very early years which is impacting on children's behaviour.
(EP5)

The use of technology is mentioned by EPs and staff as impacting on pupils' interactions with their parents. This interaction is viewed as essential by EPs and staff in ensuring that pupils are ready to learn at school. A pastoral support assistant commented:

I think parents are getting lazier with the laptops and tablets and Xboxes that are so easy for them to go, 'Go and play on that while I sit on my phone on Facebook', again not all of them, please don't think I'm dissing everybody, but there are a proportion of parents that, they don't interact with their children, they don't teach them the social skills. My colleague....was saying the other day about half of the children that have just come up to Reception, they still can't talk in a proper sentence because they have not been shown, they haven't been spoken to, they're just watching videos. (Pastoral Support, School 2)

One EP commented on a range of psychological theories and concepts regarding the way that children need to be 'ready for school' on an ongoing basis:

For particular children, it's I think, it was a lack of knowing how to respond in any another way, for a variety of life experiences and events they hadn't learnt how to deal with some of these things, even if we think about some of the key concepts around at the moment around attunement and attachment, you know that actually there was a lack of attuned relationships early on and so to keep the core skills that children need in terms of self-regulation, understanding, self management, appreciating different physiological states, all that sort of stuff is just not there and then you're confronted with twenty seven other children who have demands, when you're being told to do something that you feel is far beyond your worth or your value or your skills. (EP9)

There was a perception that challenging behaviour is manifesting earlier, and has increased. The SENCO in School 1 describes this as having started to happen approximately two or three years ago:

We were seeing a change in the children who were coming into school and it was earlier and earlier that we were finding that they were struggling to access the school, whereas before it had been really by the time they got to the juniors that we were starting to see the kind of behaviours that we were now getting maybe on pre-school visits and they were seeing in the Children's Centre. (SENCO, School 1)

Summary of key findings related to perceptions of the reasons for increased numbers of permanent exclusion from primary school

Reasons related to the increasing numbers of pupils excluded from primary school are linked to three interconnected themes: changes in the educational landscape, systems of non-mainstream provision and changing demands of staff skills.

Changes in educational landscape are found in a combination of the performative pressures faced by schools, increased pressures on budgets and changes to the curriculum.

Systems of non-mainstream provision are related to support for pupils with SEND and the systems within the local authority. Perceptions of provision are identified as an area of difference between school staff and EPs, where school staff believe that there is a lack of non-mainstream provision and EPs suggest that school staff ideas about non-mainstream provision may be contributing to increased numbers of pupils being excluded from school.

Changes in demands of staff skills are identified in the changing relations between staff and parents and the increased pressures that children encounter in their home lives, along with a difference in the children's abilities and behaviour when they first join school in reception.

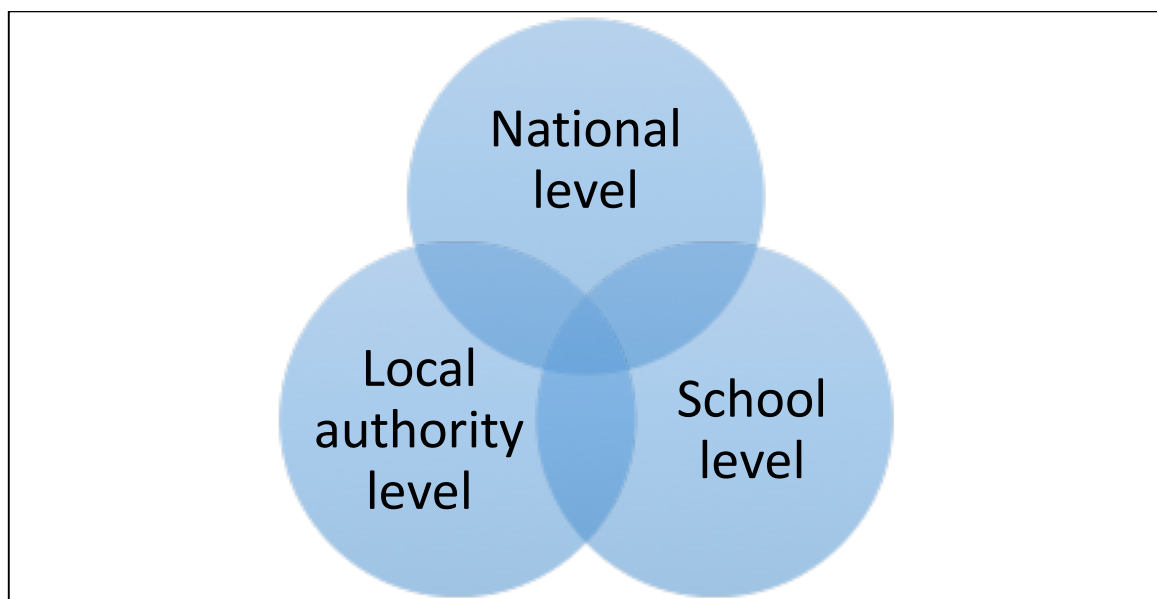
Section 2: EPs supporting primary schools to reduce permanent exclusion.

During analysis, three overarching themes were identified related to the possible contributions of EPs to supporting primary schools to reduce permanent exclusion (Figure 10 below). In the following section, the contribution of EPs will be explored at the following levels:

- National level
- Local authority level
- School level

More strategies were found at school level than at local authority or national levels. EPs were more likely to identify strategies at national and local authority level than school staff. EPs and school staff identified strategies at school level.

Figure 10: The three main themes related to EPs supporting primary schools to reduce exclusion



National level

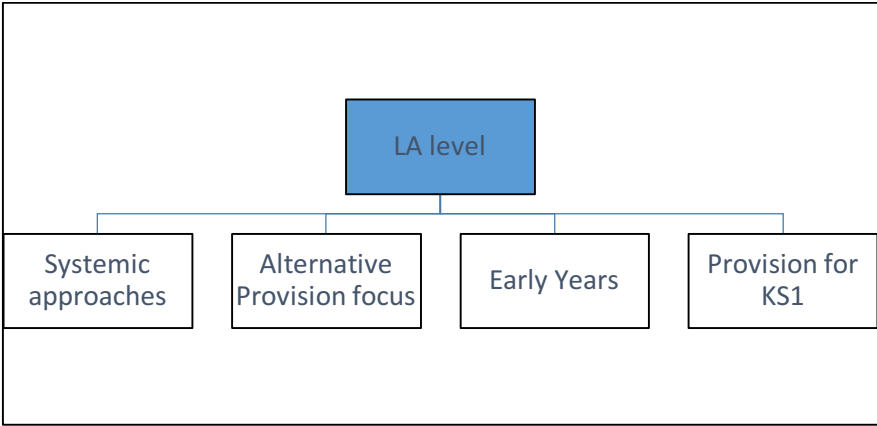
Two interviewees, both EPs, referred to the need for EPs to impact on national policy approaches to school exclusion. One EP referred to changing the system to one where schools were rewarded for keeping pupils, moving towards increased inclusion and finding a way to incentivise schools to do this.

Another EP referred in more detail to the collective role that EPs could have in influencing national policy around school exclusion:

As a professional body we need to push really strongly to remove the persistent disruptive behaviour reason. I think if you remove that, then you reduce exclusions immediately. I do not believe that is a legal or valid reason to exclude a child from school. (EP9)

Local authority level

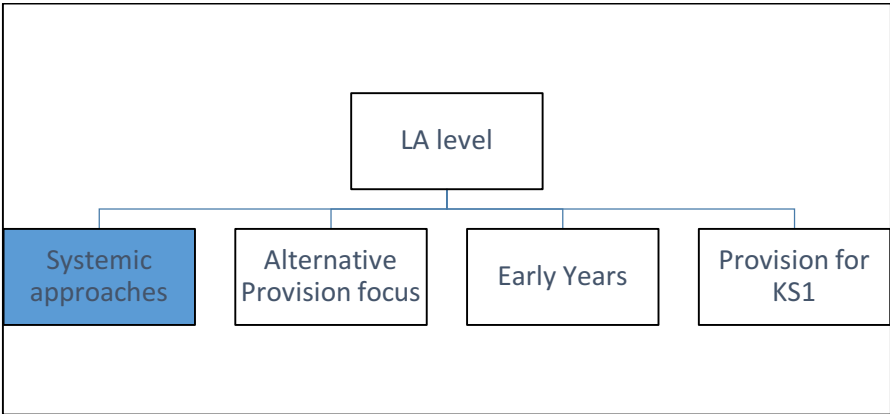
Figure 11: Local authority level themes



EPs may be able to contribute to supporting primary schools to reducing exclusion through working with the local authority. Four main themes were identified: first, systemic approaches; secondly, alternative provision; thirdly Early Years; and fourthly Provision for Key Stage 1.

EPs were the dominant participants in the identification of the contribution that EPs could make to reducing primary school exclusion at local authority level.

Systemic approaches



‘Systemic approaches’ refer to the way that EPs are able to contribute to situations which are beyond an individual case basis. They involve identifying wider issues and addressing them, rather than focusing on the individual pupil who may be affected by a situation. These approaches involve carrying out work at a broader level.

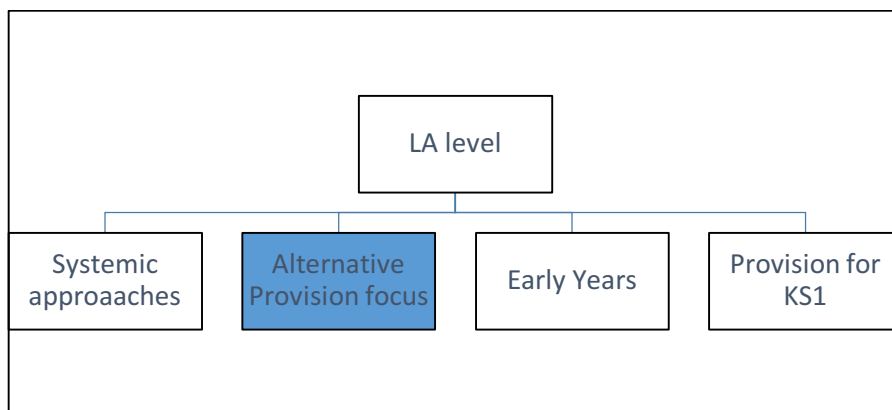
Ensuring the Educational Psychology Service was involved in broader strategic planning for pupils who had been excluded or who were at risk of exclusion was perceived to be an area that could have a positive impact on supporting primary schools to reduce exclusions.

Working towards a system in place where key staff, who were able to make decisions about funding, and were able to systematically make decisions about the needs of pupils who were at risk of exclusion was suggested by a Senior EP. He said:

It's having that systematic process because it can happen if it's built into your time frame, but it's very difficult to do things very quickly. So we know there are always going to be children who are struggling in school, we know that there are always going to be children who are potentially risking exclusion, yet each time it happens it's as though, ugh where did that come from? And then you just dealing with that fire at the time. Whereas about 10 years ago, I used to attend monthly meetings whereby there was exactly those sort of people come together and talk about children bubbling and was that placement the right one? Did they need a managed move? Did we need to look at the statutory assessment at the time? Was there something that could be done proactively to stop it? (Senior EP)

It was also suggested by an EP that the Educational Psychology Service could identify higher excluding schools, then have a focused approach to those schools.

Alternative Provision Focus



A theme has been identified about the approaches that EPs could take to working with Alternative Provision settings. This included approaches to pupils who were at risk of exclusion from school, as well as work with pupils moving from Alternative Provision to a different educational setting. An EP said:

I think EPs supporting links with Pupil Referral Units so schools feel that the Pupil Referral Unit team can help with supporting that child in school before it gets to that point, so not necessarily the partnership idea, just that there are people there that can support at that high need level, before it gets to that exclusion level, so school can try things and feel like there's other people there, to support them, and EPs kind of facilitate that. And building bridges between schools and pupil referral units, so they feel confident communicating to each other, and I think availability, well opportunities for pupils to build rapport and links with adults, so key members, so somebody in the school to build like a link with the child, so they can come to them communicate with them in a place that's useful, just to sort of have it without an agenda from an adult, but just allowing the child, if they feel able to. (EP4)

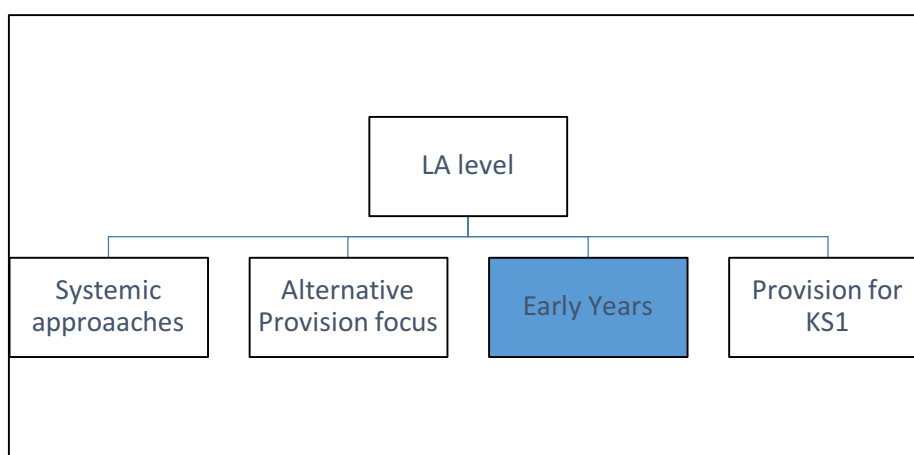
An EP described the way that EPs could make a greater contribution to supporting pupils with their transition from the Alternative Provision to their new educational setting. She said:

They're going from a PRU back into school that would be an ideal situation to work with a school to prepare them because when you have a young person coming to a school who has either had an exclusion or is displaying behaviour that is challenging to manage, the school can only go on what information they're given. And often, the information presents them in a quite negative light because it would've done so for them to end up where they are. So it's how you can work with school to prepare the situation, and make sure the relevant staff's in,

not just someone they can find and sort of post and having that period of time where the holder can hold them whilst they integrate in but not just let them go completely. (EP 8)

This resonated with the way that a member of Alternative Provision staff described the transition from the Alternative Provision to a mainstream primary school that he had been involved in, where there seemed to be an absence of preparation for the pupil's transition to primary school, which was perceived as contributing to the pupil's subsequent exclusion from the school.

Early Years focus



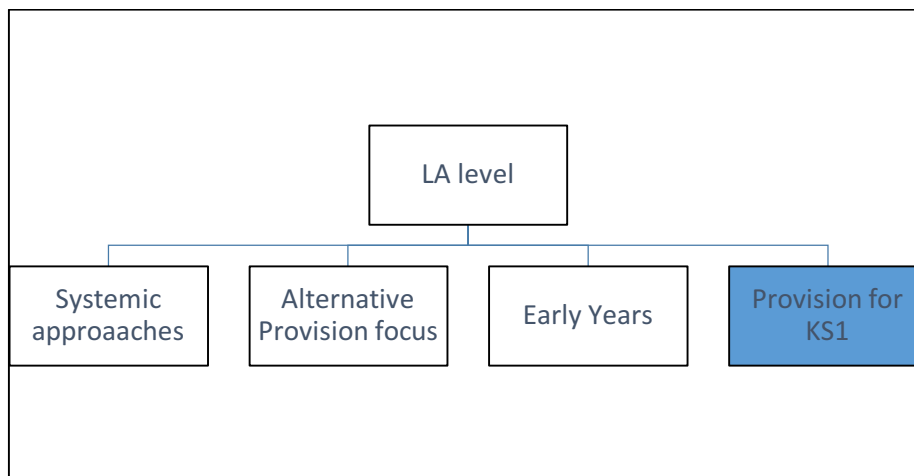
‘Early years’ refers to the age of the child before they start at reception in primary school. An EP commented:

Don’t wait until the child is trashing the classroom. You know, just when they are even in early years you can spot when a child’s behaviour is not progressing as it might and do something about it. (EP5)

The importance of training Early Years staff to be able to notice patterns of behaviour that were not typical was identified as an approach to supporting children in Early Years settings and a longer term preventative approach. Additionally, it was suggested that EPs could contribute to ensuring that the transition from Early Years settings to reception was successful by helping to establish positive relationships between professionals and families.

This theme was interpreted at local authority level, because currently Early Years work is funded by the local authority. This contrasts with the way that at school level, schools purchase EP services from the Educational Psychology Service as part of the traded model.

Specialist provision for KS1



Specialist provision for Key Stage 1, to which EPs would be able to contribute their knowledge and understanding of behavioural issues, was identified by one member of school staff. Specialist provision refers to non mainstream settings. The SENCO from School 1 stated that there was a need for a provision where all the services were together in one place. She explained:

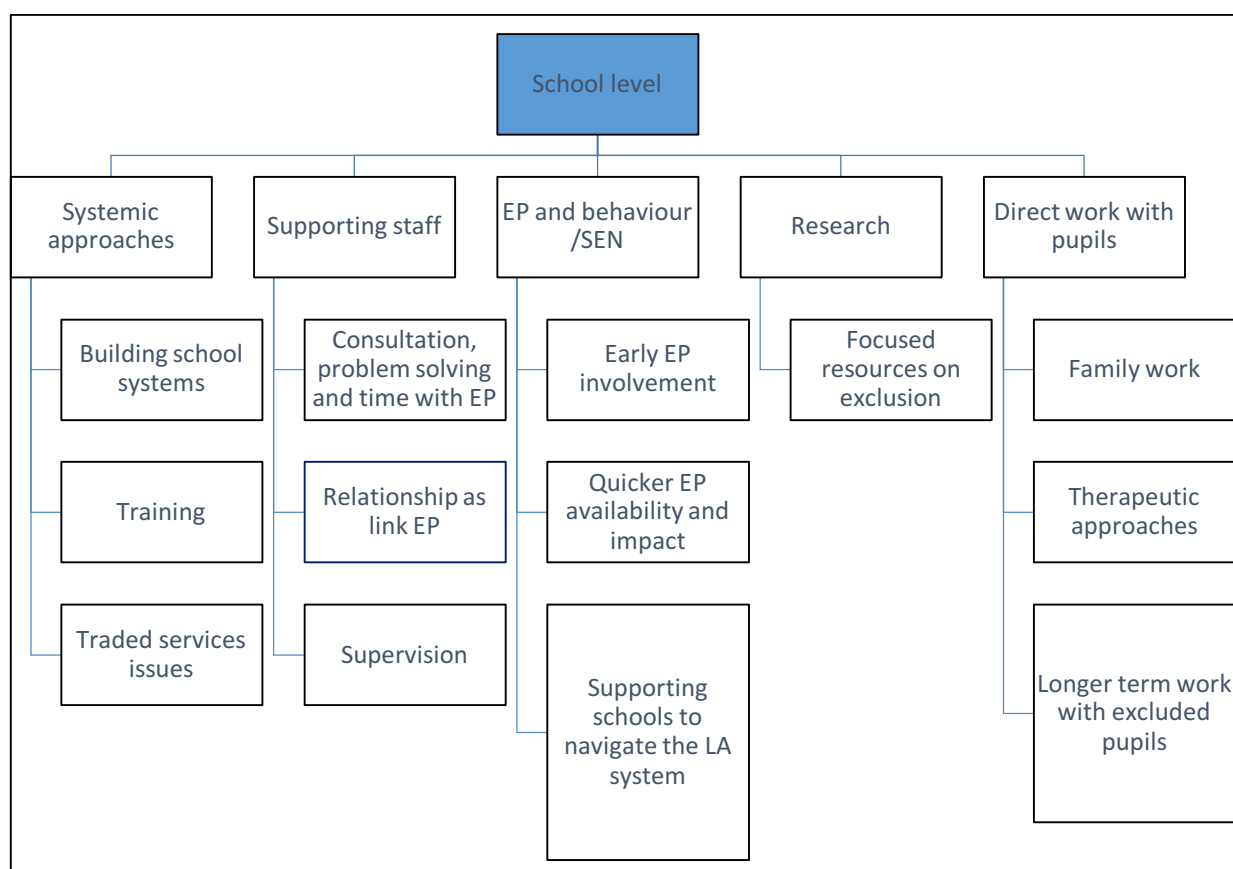
It would be really good if we could get all the services that we need together in one place, we tried a couple of years ago, to put forward that we wanted an early years unit here that would deal with those children who are at risk of exclusion maybe in sort of infant school type thing to do with the pre-7 year olds, because we felt that we had some expertise here, we've got some, we've probably got a few children here that would benefit from it, there are schools in the area that are finding it difficult to cope with those children, there is no provision outside of the area to deal with it and we felt if we could get to those children really early then it would be so beneficial and it would keep the children in mainstream schooling and then you wouldn't have these huge numbers of exclusions. And if we could have had an EP and a Speech Therapist and the pastoral support and the counselling available, all for those children at the same time, it would've been brilliant. But we couldn't get the funding to do it. (SENCo, School 1).

This was supported by the perception from some school staff and EPs that the current Alternative Provision was perceived to be a setting that was not appropriate for pupils at a younger age.

School level

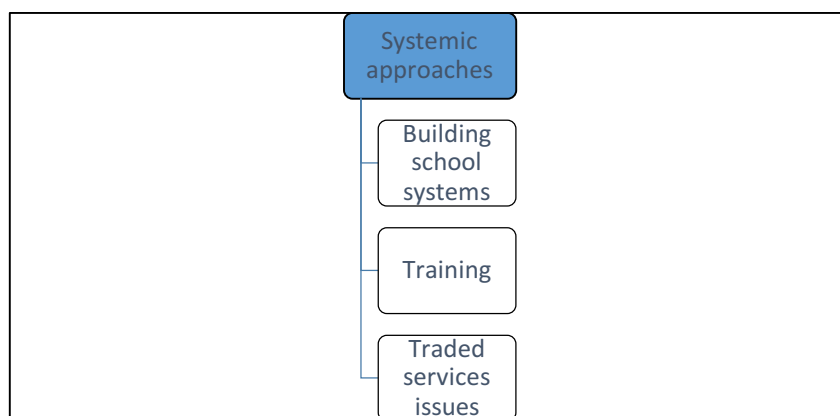
Five main themes and linked subordinate themes were identified at school level. First, systemic approaches, secondly, supporting staff, thirdly, EP and behaviour/SEN, fourthly, research and finally, direct work with pupils. These main themes and their subordinate themes are shown below (Figure 12).

Figure 12: School level themes and subordinate themes related to EPs supporting primary schools



Systemic approaches

Systemic approaches to EPs working with schools to reduce exclusion were identified with three subordinate themes: building school systems, training and traded services issues. As with systematic approaches to supporting the local authority, systemic approaches mean beyond working on an individual case by case approach to pupils.

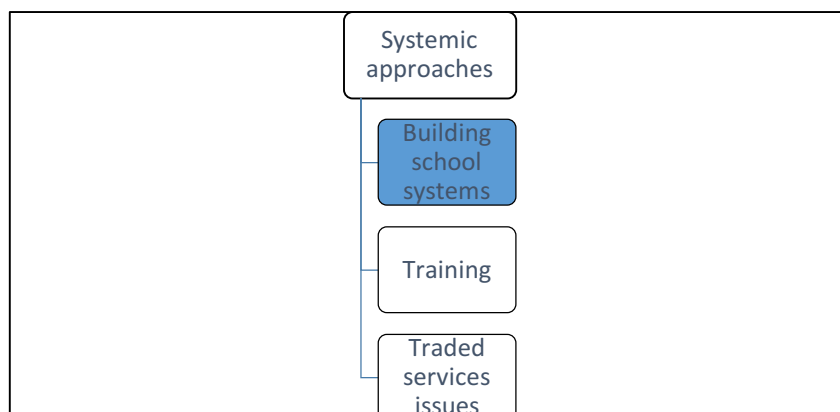


Systemic approaches were underpinned by the belief of some EPs that an oversimplification of a pupil's needs, where they could be perceived as 'naughty' by school staff, had a negative impact on the pupil's trajectory through school. An EP said:

It's that self-fulfilling prophecy for these children they just, once they become known as that naughty one, then it just seems to spiral out of control. (EP2)

This can subsequently impact on the way that the systems within the school respond to a pupil's needs.

Building school systems



The EP contribution in terms of supporting schools to build their systems was identified as a theme. School systems were understood to mean systemic aspects of the school environment, such as behaviour policies and the type of interventions used in schools. A systemic approach to working with schools was explained as part of broader systems work, linked to the way that schools might benefit from having a more nuanced approach to the ways that they supported their specific pupil populations. An EP commented:

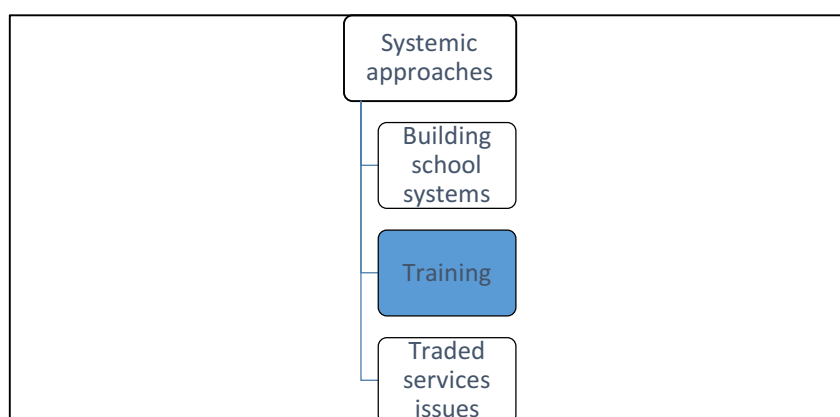
Thinking about their particular populations of young people in their school, and how they as a collective group of staff, might be able to look at adapting their systems to make sure that those young people their needs are identified and met. (EP3)

For some EPs, working at systems level meant that EPs were taking a more preventative approach to supporting pupils who would be considered at risk of permanent exclusion. One EP commented:

So maybe looking at the demographics of children who have been excluded and what their pattern looked like to see if we could get in earlier there, but also if children are having behavioural challenges within school, looking at getting involved when things are starting to bubble rather than when it gets to a point where they're looking at an alternative school or an alternative placement, or at risk then. (EP7)

The EP focus on systemic work in educational settings, was not evident in the way that staff described the ways that EPs might be able to support staff to reduce exclusion, although one SENCo at the Alternative Provision spoke positively about the whole school therapeutic work which was being developed with an EP, as a way of supporting pupils.

Training

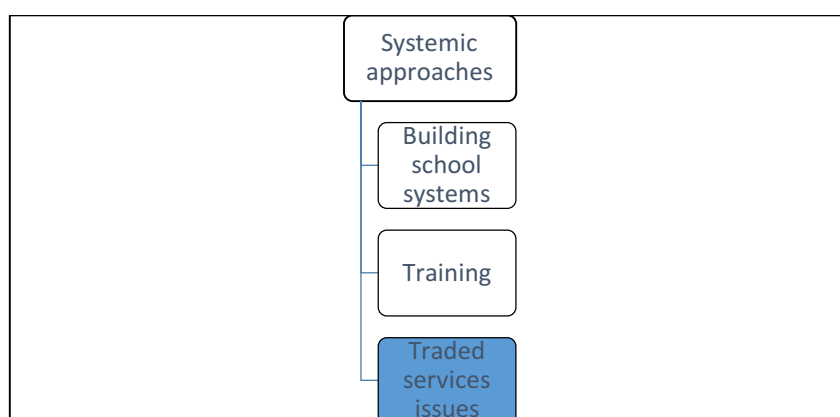


Staff and EPs identified training as an effective way for EPs to help school staff to develop an understanding of children's needs, meet their needs and thus contribute to reducing exclusion from primary school. This was also apparent in a description given by a class teacher, with reference to suggestions made by EPs regarding interventions that might be used in schools, she commented:

If you're recommending specific interventions, you need people with training who can come in and offer those specific interventions or at least work alongside people to show how they work in practise. (Class teacher, AP)

A specific area of training need, in the area of mental health issues for younger children, was identified by the SENCO in School 1.

Traded services



There were some conflicting views about the way that traded services might impact on how EPs could support schools to reduce exclusion. An EP suggested that training schools about the most effective way to use pupil premium money could contribute to reducing primary school exclusion, particularly in the context of the way that schools spend money on EP time. An EP said:

If they buy in a whole training package it's going to be more cost effective than keep buying us in every time a child does something and they say, 'Come and assess him'. (EP5)

The SENCO cluster (a termly information and discussion group for SENC)s in the area, which was run by the Senior Educational Psychologist) was viewed positively by the SENCO from School 1.

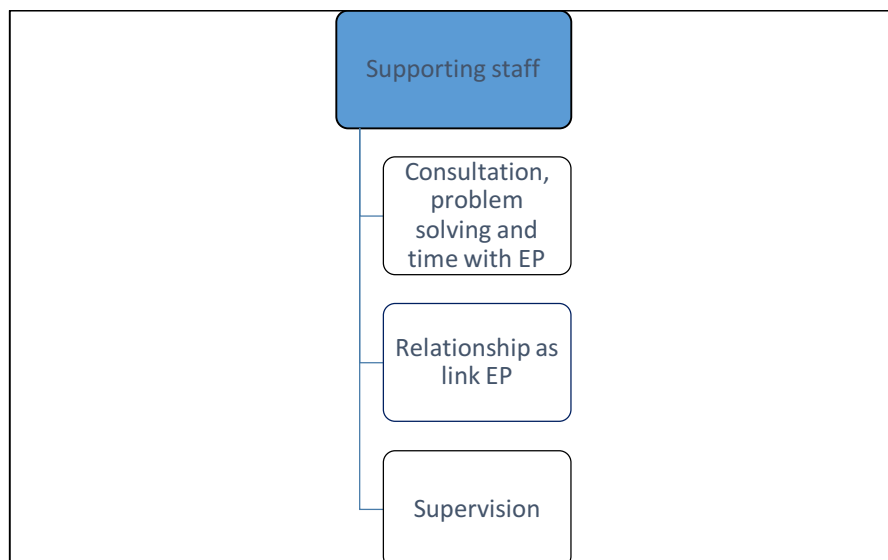
The benefits of traded services were alluded to by the SENCO in School 2, who viewed the flexibility of trading as an improvement on the previous model where a specific number of sessions were allocated to schools.

One SENCO described her previous experience of delivering joint work with an EP. She said:

Every week she came in and we did girls' groups we went through the students we discussed ideas and strategies. We added things to support plans at the time and that's not so easy to do now because you're a bought in service. (SENCO, Alternative Provision)

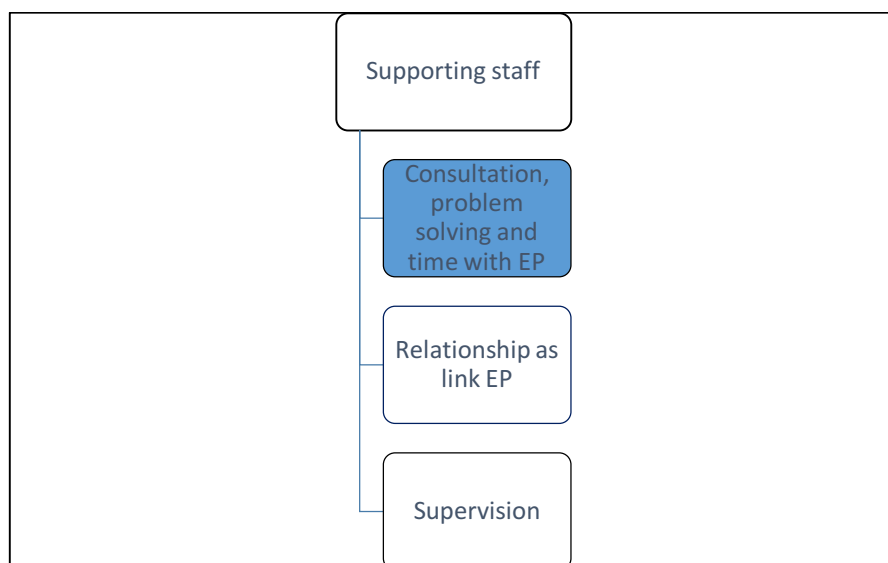
For this SENCO, the EP input had decreased because the Educational Psychology Service was traded.

Supporting staff



The theme of 'Supporting staff', referred to the different ways that EPs and staff perceive EPs can contribute to reducing permanent exclusions from schools through their approaches to school staff. Three subordinate themes were identified: first, consultation, problem solving and time with the EP; secondly, relationship as link EP; and thirdly, Supervision.

Consultation, problem solving and time with the EP



The importance of staff feeling supported through consultation and casework was identified as an important aspect of the EP contribution to supporting schools to reduce exclusion. This was linked to a sense of the staff willingness to continue to support the pupil. An EP said:

Once that willingness is gone, I think things do deteriorate quite quickly and so the staff do feel that there is a team around them and they are supported and that people understand how hard it is and know that we are able to offer encouragement and support and just getting that willingness from staff to keep going in really challenging circumstances. (EP1)

In School 2, approaches when EPs had contributed to solution focused planning were viewed as having a positive impact on staff's beliefs in their abilities to support the pupil, and viewed as a positive way to support with individual pupils who may be at risk of exclusion. Consultation as a forum for problem solving was interpreted as a positive contribution by EPs. The emphasis on the EPs skills in bringing a range of perspectives together in order to solve problems was a particularly important aspect of consultation by some EPs. The creativity and solution focused nature of problem solving consultations and the importance of ensuring that everyone was involved, was underpinned by the relationships the EP has with all involved. School staff did not use the language 'consultation' or 'problem solving' in their descriptions of the ways that EPs could support schools in the future. However, the staff perspective emerged as 'time with the EP', where advice and ongoing input would be provided.

Some school staff suggested that EPs were being underused when just writing a report and that school staff wanted to have one to one conversations with EPs about the implications of what an assessment has revealed. There was a perception that more time with an EP would have a positive impact on reducing school exclusion. Some school staff sought greater interaction with EPs regarding specific pupils, rather than EPs carrying out assessments and subsequently writing reports.

Some staff felt that the work that EPs were currently doing was effective:

So the advice and the help and the support that we're getting is probably what we need and I say it does change to reflect what's currently happening. So when things to do with autism started to become more widespread and it was becoming a wider diagnosis, then the support was there. (SENCO, School 1)

Additional support regarding different strategies that could be used by pastoral support assistants were identified as a possible area for the future by some school staff.

Some staff felt that expectations of the levels of support that teachers could offer to individual children in a class of thirty, were unrealistic. A class teacher said:

Sometimes I find that they can be a little bit judgmental....and sometimes they're, what they ask you to do, can be unrealistic given that you've got thirty other children in your class... Obviously any good teacher is going to make sure that you are accommodating the needs of the children in your class but it does need to be done in a realistic and sustainable way .(Class teacher, School 2)

This is mirrored in the observations made by a class teacher in the Alternative Provision. She said:

It's great when you guys [EPs] and the ATS [Advisory Teaching Service] come in and say right what you need to be doing is this, this, this, this and this. The practicalities of putting that in place ... it's just staffing that and finding the things you know, when you say, 'There's this brilliant book', well, a lot of teachers are the best people in the world, are working crazy, crazy hours, then doing that on top is really difficult. (Class teacher, Alternative Provision)

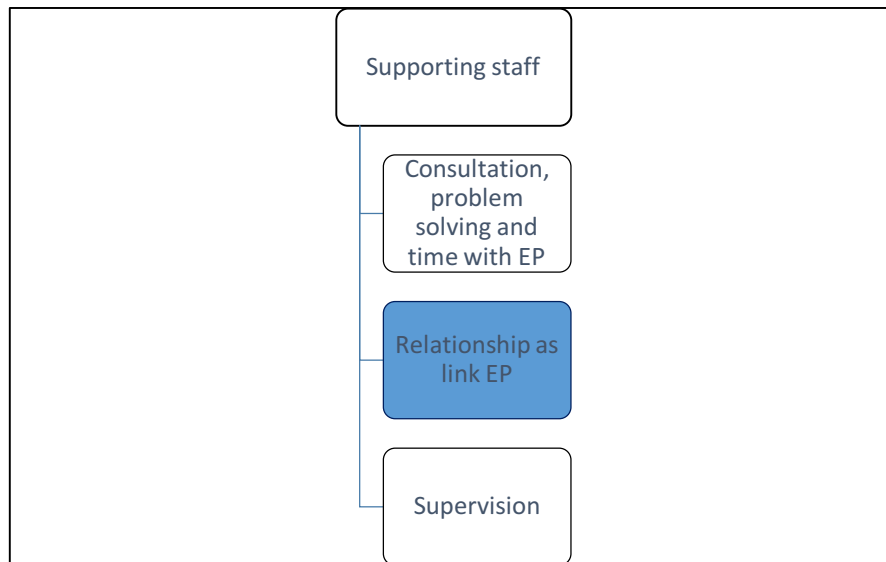
The idea of a drop in surgery for staff, offering advice, guidance and consultation was suggested, on a whole school level. The rationale for this was that school staff would be directly supported:

Building up staff knowledge and skills, as well I think to give them an opportunity to feel more empowered and resilient, to some of the challenges. (EP2)

The importance of a close adult connection for pupils at risk of exclusion, was perceived as an important preventative factor by EPs, because there is a member of staff who would be able to advocate for the pupil. This was linked with supporting the school staff with their own emotional wellbeing by an EP who explained how staff emotional wellbeing could be strengthened through a drop in surgery. An EP said:

*So that they are understanding when buttons are pushed, what does that look like for them?
How do they know that that's happening? How does that feel for them? What might be an
alternative way of looking at it? (EP4)*

Relationship as link EP



The relationship between the school and the link EP, was valued by both EPs and staff. The link EP is the EP who is allocated by the EP Service to regularly work with the school's staff and pupils. A deeper relationship between the school staff and the link EP was perceived as giving the EP a greater understanding of the issues and concerns of school staff and increasing the likelihood of supporting the school to reduce exclusion.

The relationships that EPs had in schools were highlighted as a key feature of being able to have difficult, or challenging conversations with school staff, around their reasons for excluding pupils and the likely consequences for the pupil who had been excluded.

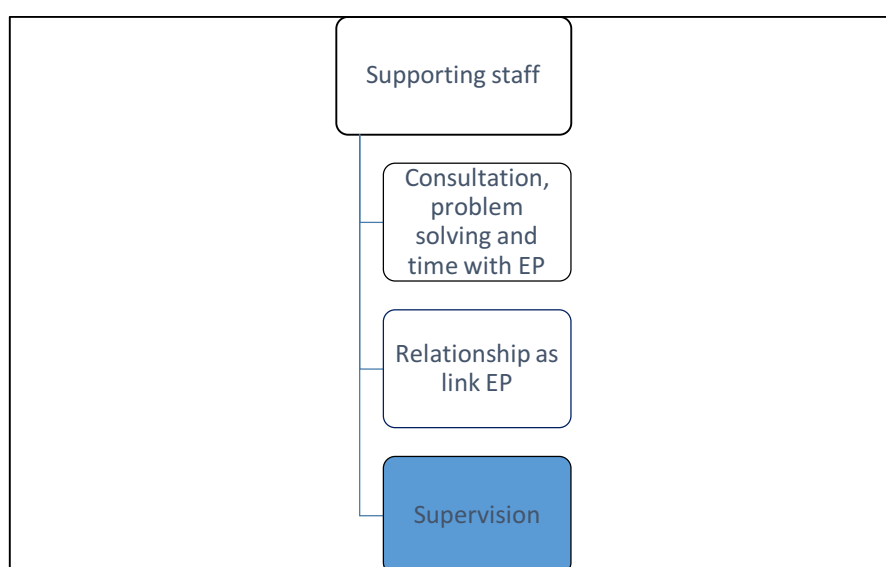
One School valued the relationships that they had with the EPs and linked this to assessments. A SENCO commented:

What I like about our private Educational Psychologist is that she is not afraid to say exactly what she thinks. You know, this child, I believe, has these kind of difficulties and I recommend that she needs to or he needs to. And that's, although it's kind of gatekeepery, it's more than that, because then you realise well actually this is going to help this child because this will engage other services. Our paediatricians now need this, this, this, this, this, this, this before

they even see a child, you know, it's really tough. But the Educational Psychologist just can cut right through that and say well actually no he needs it now, this is my opinion because I have done all of these assessments. (SENCO, School 2)

Incorporating specific reference to pupils at risk of exclusion into annual planning meetings between EPs and the school SENCO was suggested by an EP as a possible area of future work for the link EP. This would mean that 'pupils at risk of exclusion' would be considered as a group when EPs and SECNCOs planned the year ahead.

Supervision

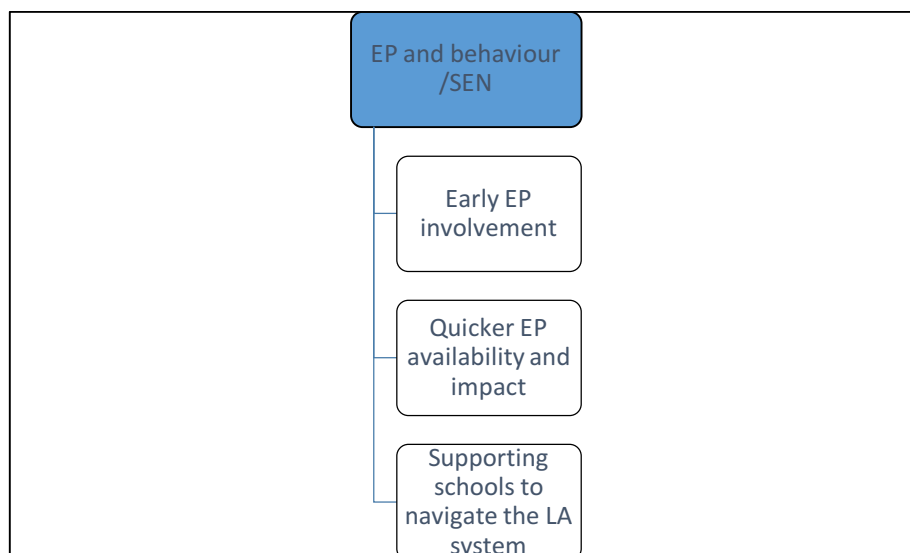


EPs providing supervision and coaching were viewed as techniques which would help staff and contribute to reducing primary school exclusion by two EPs.

Some EPs suggested that supervision of school staff would lead to greater embedded good practice in school staff, rather than through other approaches such as assessment or consultation. The language of supervision and coaching, was used by EPs, not school staff. However, there were parallels between supervision and coaching and the staff description of ongoing support, opportunities to speak with an EP and input provided by the EP outlined previously.

EP and behaviour / SEN

EPs being able to contribute to issues which might be separated by schools into 'behaviour' and 'SEN' was a theme that was identified in the data. Consequently, ensuring that EPs were involved in working with pupils who might be at risk of school exclusion, not just those with identified SEN may be a way of EPs supporting primary schools to reduce exclusion.



There was a perception from EPs that they need to continue to develop schools' understanding that the EP role does not explore learning needs as an area that is separate to behaviour. This means that EPs can help reduce school exclusions by working with different types of pupils, not just those with SEND. An EP said:

I think again to keep emphasising to schools...we can be involved with any child just because it seems like a behavioural difficulty on its own, doesn't mean that we can't support them with that. (EP1)

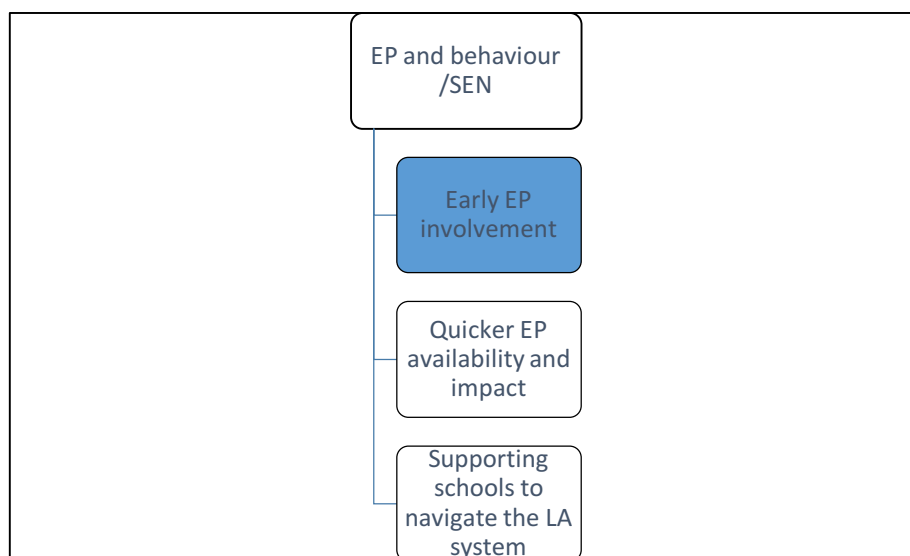
This is evident in another EPs description of the way that schools perceived particular learning needs, and may systematically involve pastoral support rather than SEN support.

With school staff, there was also a perception that EPs could be working more with pupils who have behaviour needs, illuminated by a class teacher. A class teacher commented:

If I hear Educational Psychologist mentioned, it is always for someone who has learning difficulties, or who has a special educational need, I just don't feel like there's particularly anything there for children who are not SEN but, or they are SEN but their SEN isn't specifically a learning need, it's a behaviour. (Class teacher, School 1)

The teacher talked in more detail about this area, and suggested assessment of the social and emotional needs of pupils. This indicated that there was a separation between perceptions around learning needs and behaviour needs in School 1.

Early EP involvement



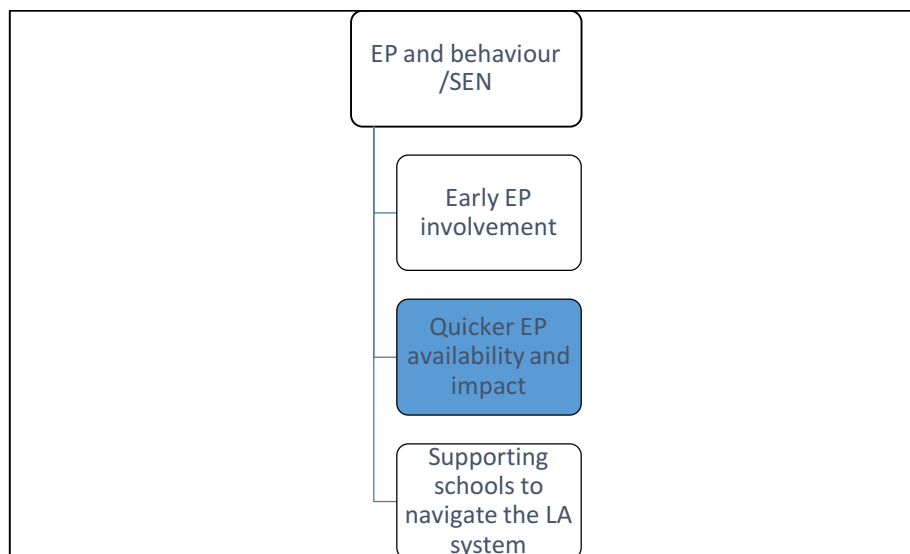
Early identification of challenging behaviours or emotional needs so that EPs would be able to respond appropriately was identified as an area in which EPs could contribute to schools reducing exclusion. An EP said:

I think that having awareness of young people that are maybe are demonstrating some behaviours which are seen as challenging early, or have identified that there's an emotional need for whatever reason, for things outside of school difficulties there, or learning needs which have impacted on frustration levels, whatever it is, so identifying early and then having sort of more tailored services. (EP4)

Early EP involvement was commented on by staff too. A class teacher commented on the length of time it may take for the school to decide to have an EP involved. She said:

I do find it quite hard to get to the point where you can get the EP involvement and I know it's because it costs money, so it's quite hard to get to that point sometimes and then using that information from the EP has been really helpful to inform the targets and the provision and the intervention that you would set up for that child. (Class teacher, School 2)

Quicker EP availability and impact



EPs need to respond quickly and efficiently to schools who request EP involvement. There was a perception in schools that it had become more difficult to get an EP. A SENCO commented:

It's also really hard to get an EP in the centre because you're now such a bought in resource whereas when I worked in [name of other school] I saw my EP every week. (SENCO, Alternative Provision)

In some school staff, there was also a perception that there was a shortage of EPs, given the length of time it can take for EPs to visit schools about particular pupils. Another member of staff referred to the length of time between the visit, the report and the next visit as a current problem in working with EPs.

Well of course there is, that's workload isn't it? There's a gap between everything that you know. That's just how it is. But it... you know sometimes something comes up in the report that wasn't discussed at the time or you know, maybe the Educational Psychologist has thought of as they are bringing all of the information together, absolutely rightly so. And it would be nice not to be waiting for that report it would be nice if it was quicker but it is what it is. (Head Teacher, School 2)

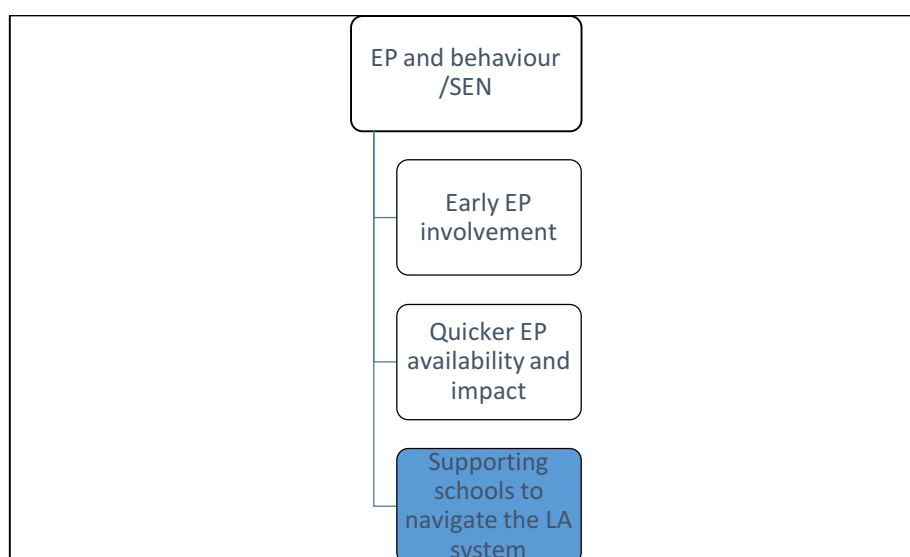
For some some staff, the recommendations from a report may not be implemented quickly, and situations for pupils may change rapidly. Consequently, one class teacher commented:

There kind of needs to be a more instant fix, if that makes sense, you know here is a package of stuff let's start tomorrow. (Class teacher, Alternative Provision).

Another class teacher elaborated on this, explaining how schools understood that early intervention was the best thing, but it was difficult to get services involved with children. She said:

You put a referral in and because you guys are so swamped it could be weeks before you get here. And it's no bad reflection on what you're doing, it's just at the moment that that's how everything is...And actually if we could get these services there quicker, we all know early intervention is the way forward for anything but if you can't get a diagnosis or even a report, let alone a diagnosis, you can't put the early intervention in place. (Class teacher, Alternative Provision)

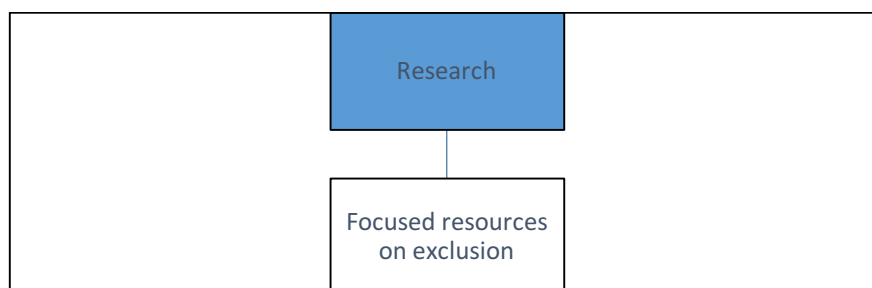
Supporting schools to navigate the LA system



Some school staff would like EPs to support them to navigate the local authority systems. This viewpoint is absent from EPs descriptions of possible contributions to reducing primary school exclusion. One SENCo suggested EPs '*Helping towards funding applications*' (SENCO, Alternative Provision).

School 1 alluded to how they valued the way that their school EP was able to listen and work with the school, as an EP who understood the local authority systems and possible decisions related to funding.

Research

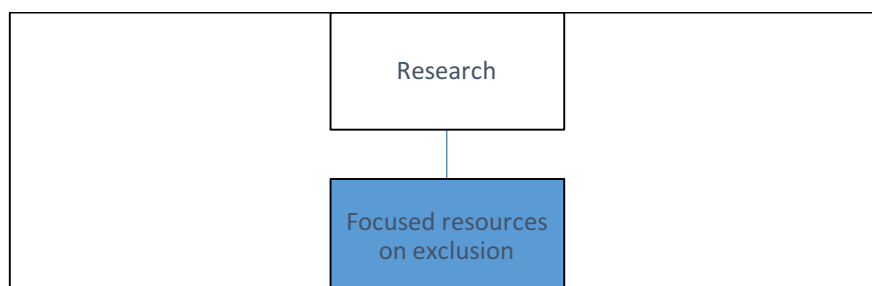


Research was identified as a key area through which EPs could contribute to supporting primary schools to reduce school exclusion. This area was only identified by EPs.

Key areas for further research were identified by several EPs:

- What factors influence school exclusion?
- What preventative measures could EPs implement, based on patterns of at risk children?
- What could be done at community level?
- How can EPs work effectively with families involved?
- What does contextual good practice look like, and how can it be shared?

Focused resources on exclusion

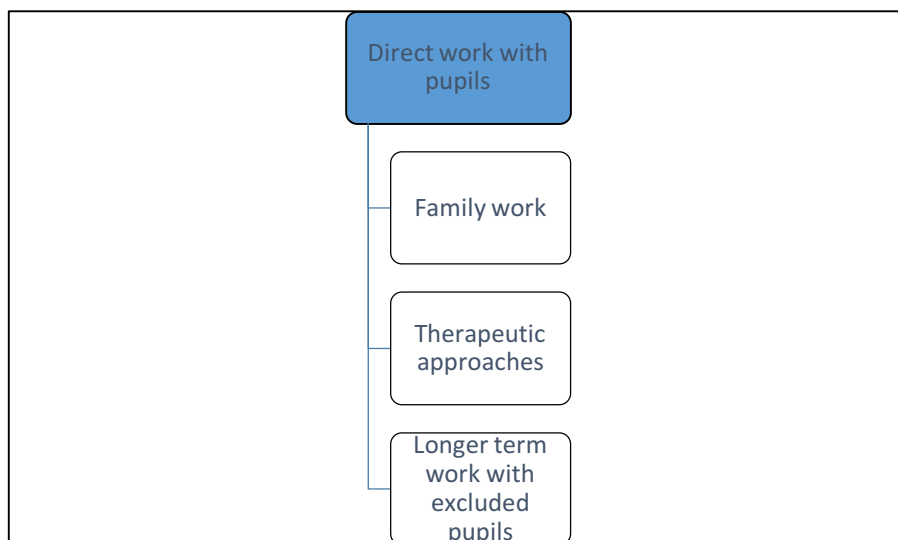


EPs suggested possible approaches to reducing the numbers of pupils excluded from primary schools, such as continuing the use of SENCO forums as a way of sharing information and best practice. Emphasising the evidence base underpinning work is viewed to be particularly important when sharing information at SENCO forums. An EP suggested creating an information pack which could provide information about pupils who were at greater risk of exclusion from school, and identified strategies to support them.

Guidance for how to support schools to explain permanent exclusion to pupils and ensuring that the exclusion process was managed sympathetically was identified as an area of work by one EP.

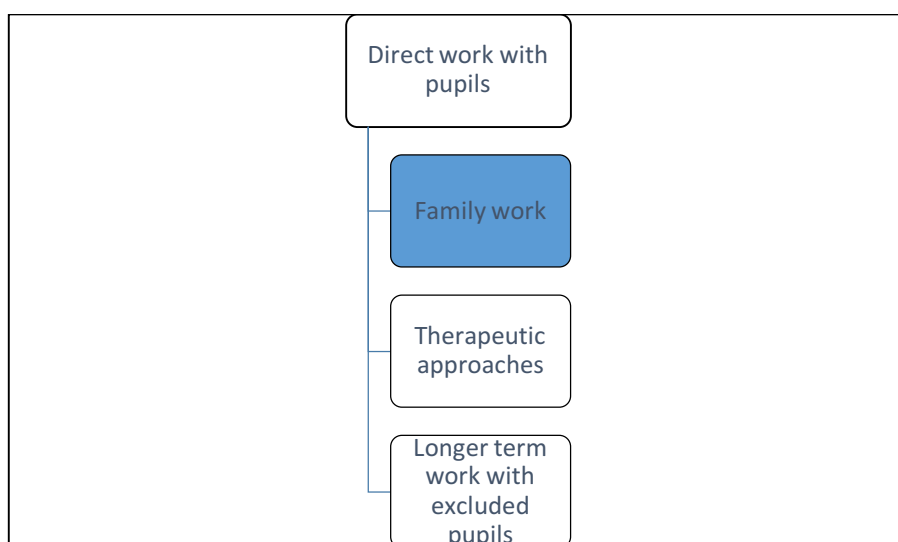
Direct work with pupils

The contribution that EPs could make to supporting primary schools to reduce school exclusion, through working directly with pupils, included three subordinate themes. First, family work, secondly, therapeutic approaches and thirdly, longer term work with excluded pupils.



Since this data analysis is exploring the ways that schools be helped to reduce exclusion, the theme 'direct work with pupils' has been explored at 'school level' as it is assumed that schools would be identifying pupils at risk of exclusion.

Family work

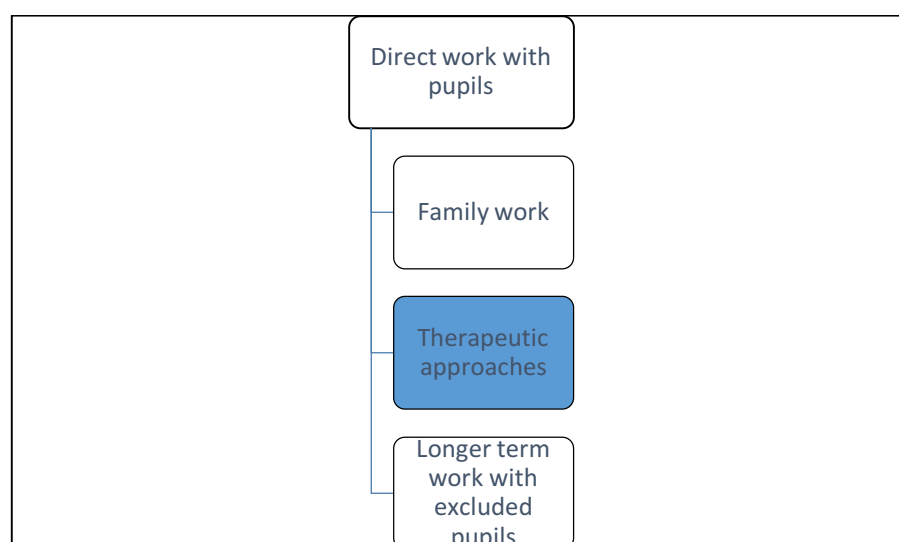


Working with families was suggested as a way that EPs could contribute towards schools reducing exclusions. This was explained in a variety of ways: as collaborative work so that families develop understanding of '*what things they can be doing as well*' (EP3) which meant that a more holistic view of the pupil was taken, rather than just looking at what could be done while the pupil was at school.

Specific reference to the relationship between the parent and the child breaking down, rather than the relationship between the school and the parent, was highlighted by one EP. Video Interactive Guidance (VIG) was identified as a possible intervention which could have an impact at family level. VIG is also alluded to as a positive way of working with parents of pupils who were at risk of exclusion by the SENCO in School 1.

The previous section, exploring consultation, where parents were involved in the process of consultation also impacts on the family and demonstrates how an EP could be well placed to impact on issues that may be specific to families. This means that EPs may be able to build a different relationship with parents or carers during the process of consultation, leading to both school staff and parents developing a deeper understanding of the child's needs.

Therapeutic work



Therapeutic work in general was mentioned by some EPs, as a possible way of EPs carrying out direct work with children individually. Specific mention of SandPlay (a psychoanalytic intervention) was made by one EP.

There was not a consistent belief in the impact of therapeutic approaches to working with pupils as a way of reducing the numbers of pupils excluded from primary school. One EP considered that the principles of therapeutic approaches could be applied to the wider classroom context. He said:

I don't have a lot of confidence in the therapeutic approaches we use with these kids, I've never known them to work. But the principles of the therapeutic approaches when deployed within a normal classroom as opposed to doing normal therapy can be a lot more effective

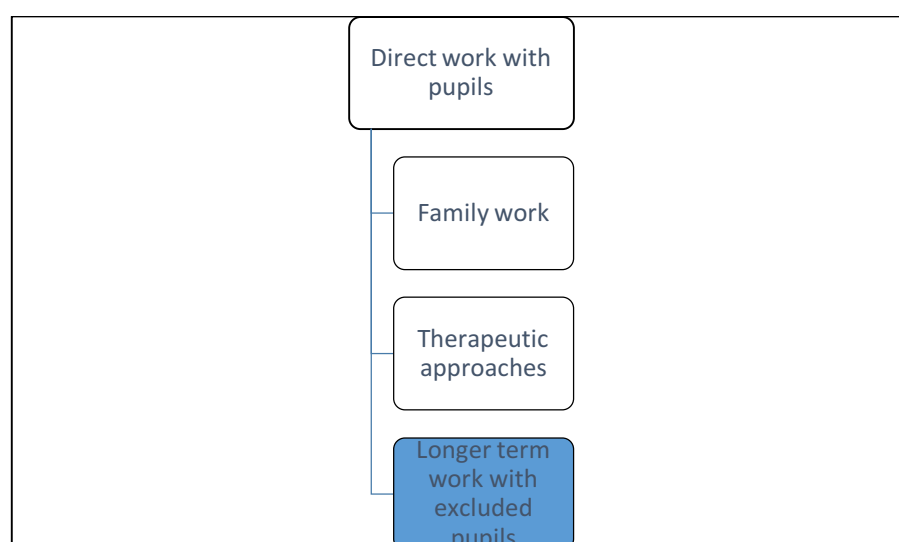
and that would tend to be usually how I work. And I can draw on the understanding and learning of other people to help me think about that. (Senior EP)

Another EP questioned the purpose and impact of a therapeutic intervention when other circumstances surrounding the pupil would remain the same.

There was a suggestion that some school staff were not aware of the kinds of therapeutic approaches that could be available from the Educational Psychology Service:

So I think they're really reactive and they are probably doing all that they can do because of the nature of the work that they do. It's different to a therapeutic counsellor and it's about knowing where those lines are as well isn't it? (SENCO, School 1)

Longer term work with excluded children



EPs could carry out longer term work with pupils who have been excluded. Within the Educational Psychology Service approach, a new EP may be involved with a pupil who has previously been excluded when they change settings, because EPs are linked to settings, not individual pupils. Currently, EP involvement is negotiated depending on the perceived requirements of the school setting.

An EP alluded to the challenges that this could create, when she was supporting a pupil to move from an Alternative Provision to a mainstream primary school. Continuity of EP for the pupil is

identified as something that might benefit the new setting too, in terms of the strategies and interventions that would be used.

The idea of continuity was linked with the pupil's ability to make sense of the process of permanent exclusion for themselves too. An EP said:

I don't know how much work is done with the young person to enable them to understand what's happened. I think when there's a young person that's permanently excluded from an environment, there is an emotional toll. How much work is done to explain actually it isn't you, it's your behaviour at that time, your behaviour can and will change? Because ultimately the setting that they have known is saying off you go. They then go to a holding setting that doesn't really know them, and then they go again to another setting that doesn't know them at all. So there's no thread, there's no-one maintaining that sort of restorative feedback, I suppose. (Senior EP)

Summary of key findings related to how EPs might support primary schools to reduce permanent exclusion

The contribution that EPs can make to supporting primary schools to reducing permanent exclusion from school has been identified at national, local authority and school level. EPs identify a greater range of opportunities at local authority level, compared to school staff. At local authority level, systemic approaches, an alternative provision focus and Early Years support were identified through EP perspectives, and became themes when considered in the light of how some participants had described the reasons for increasing numbers of exclusions too.

There are a lot of similarities between EP and staff perspectives about EP approaches at school level. Training, supporting staff and EPs working with children who have behaviour needs as well as SEND and direct work with pupils were themes that were identified across the participants. However, systemic work and research were areas of EP support which were significantly stronger among EPs.

Chapter 4 Discussion and concluding comments

Introduction

After revisiting the broader aim and research questions for this study, this chapter will echo the structure of previous chapters. Two sections will each explore my findings in relation to previous research. Section one considers staff and EP perceptions about the reasons for increasing numbers of exclusion from primary school. Section two focusses on the perceptions of staff and EPs related to the way that EPs might contribute to supporting schools to reduce primary school exclusion. Within each section, I will summarise the main findings of the research question, then consider these findings in relation to previous literature.

In section 3, I will consider the current study as a whole, and critically evaluate its limitations. I will identify how this study has made a unique contribution to understanding the issues pertaining to permanent exclusion from primary school and the possible contributions that EPs could make to supporting schools to reduce exclusion.

Finally, in section 4, this chapter closes with concluding comments, which draw together key aspects of this thesis and identifies opportunities for further research in the light of this study.

Aim and research questions

The overarching aim of this study was to develop a better understanding of the issues related to exclusion from primary school and EPs involvement in this area. The research questions that I have worked towards addressing are:

- RQ1: What reasons do school staff and EPs give for the apparent rise in primary school exclusions?
- RQ2: How might EPs contribute to supporting primary school staff to reduce permanent exclusion, from the perspectives of school staff and EPs?

Section 1: RQ 1 Reasons for the increase in primary school exclusions

RQ1: What reasons do school staff and EPs give for the apparent rise in primary school exclusions?

Overview of findings for research question 1

School staff and EPs' reasons for the increasing numbers of exclusions from primary school related to three main themes: 'changing educational landscape'; 'systems of non-mainstream provision' and 'changing demands of staff skills'.

In terms of 'changing educational landscape', the subordinate themes of 'performative pressures' on primary schools, 'reduced resources' and 'curriculum changes' were perceived as contributing to an increase in exclusion.

'Systems of non-mainstream provision' was identified as a theme because of the way that exclusion from school was conceived of within a context where systems related to non-mainstream provision are interlinked with what happens in mainstream provision. Within this theme, 'support for pupils with SEN' and 'Local authority systems' within which primary schools operated, were subordinate themes.

Finally, 'changing demands of staff skills' was identified as a theme. The subordinate themes of 'Changes in staff relations with parents' and 'Challenging home life of increasing numbers of pupils', as well as 'Changes in younger pupils' readiness for school', were identified.

Summary of the school focused theory of permanent exclusion theoretical development

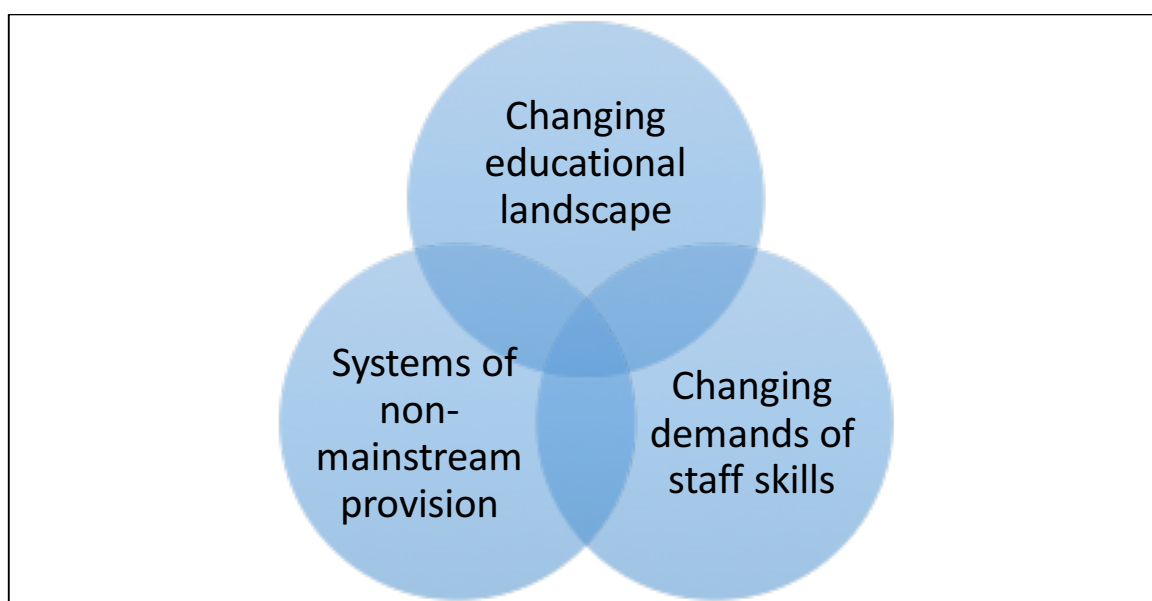
The grey literature, previous research related to school exclusion and my own analysis has led to the development of my theoretical approach and my understanding of the reasons for exclusion from school. I will begin my discussion section with a summary of the development of my school focused theory of permanent exclusion, and then consider previous research in the light of this theory.

As described at the end of the literature review, for RQ1, on page 35, I initially considered the reasons for increasing school exclusion through drawing on Bronfenbrenner (1994) to conceive of the interlinked multiple factors related to school exclusion. During the process of data analysis it

became apparent that since exclusion only happens in school contexts and there are differences between schools and regions in the numbers of exclusions that occur, considering school exclusion through Bronfenbrenner's bioecological (1994) model may emphasise a 'within child' view of school exclusion. However, I wanted to identify factors which were external to the individual pupils, which could be possible areas for change. A model evolved in which the reasons for increasing school exclusion could be considered as they related to the schools themselves.

Consequently, the school focused theory of permanent exclusion is a theoretical approach that led to the identification of the higher order themes in thematic analysis. This was both a presentation of themes and a theoretical approach explained in the results chapter and presented in the Venn diagram below (Figure 6):

Figure 6: The three main themes contributing to increasing primary exclusion



Changing educational landscape

When considered through the school focused theory of permanent exclusion, the 'changing educational landscape' emerges as an area that has contributed to increasing numbers of pupils being excluded from school. The thread that runs through research into exclusion from school, is the issue of inclusion. I would suggest that the broader reason for increasing numbers of permanent exclusion from school is because ideas related to inclusion are continuing to evolve within a context of school practices and government policies which promote neoliberalism at the heart of education.

This impacts on the role of local authority to influence schools, the relations between school staff with the communities they serve and the way that school staff respond to individual pupils. It may also shape how EPs are able to work with schools.

At its broadest level, this is evident in the government's response to recent inquiries which have recommended that inclusion should be a focus for Ofsted. When the government response to the OCC reports was examined (DfE, 2013), recommendations related to encouraging schools to be more inclusive were rejected. This was evident in the government response to recommendations 7, 8, 9 and 11 of the OCC inquiries (Appendix 4), which related specifically to inclusion (DfE, 2013). The recommendations involved giving prominence to "diversity and inclusion best practice" and government led dissemination of inclusion resources to schools (DfE, 2013, p9). The government also rejected references to inclusion in incentivising teacher pay, stating that schools should make decisions about how teachers are paid (DfE, 2013, p10). There was no response to Recommendation 10 made by the OCC (2012). The recommendation stated:

"10. We recommend that Ofsted inspectors pay particular attention to inclusion practice when reporting on two specific aspects of their framework for inspections:

- Under "Quality of teaching and learning", inspectors are required to assess the extent to which "teachers and other adults create a positive climate for learning in which pupils are interested and engaged". This should include an assessment of the extent to which individual needs are addressed and all pupils are included in teaching.
- Under "Quality of leadership in, and management of, the school", inspectors are required to make a judgment on how schools "enable all pupils to overcome specific barriers to learning". Again, this should include an assessment of the school's attitude to inclusion and meeting the needs of a diverse pupil population." (OCC, 2012, p6).

This recommendation clearly emphasises inclusion. The framework for school inspections referred to above, is from the document 'Framework for School Inspection' (Ofsted, 2012). The revised Ofsted document 'School Inspection Handbook' (Ofsted, 2018) does not contain the words 'individual needs' or 'barriers'. 'Inclusion' is referred to in terms of inspectors' responsibilities regarding visits if an 'inclusion unit' (Ofsted, 2018, p18) is used by the school. This suggests that the recommendations of the OCC related to Ofsted's potential role in promoting inclusion within the school have been ignored.

As identified in the introduction on page 12, a recent Education Select Committee report (HC, 2018), recommended that:

“The government and Ofsted should introduce an inclusion measure or criteria that sits within schools to incentivise schools to be more inclusive.” (HC, 2018, p40)

Since the Education Select Committee contains MPs from a range of political parties, this recommendation signals that there is now wider political acknowledgement that measures related to inclusion are necessary in order to reduce the numbers of pupils being excluded from school. The way in which an increase in school exclusion is linked with alternative provision for pupils in the Education Select Committee report, also provided evidence of the link between permanent exclusion and wider systems of inclusion in education and the extent to which mainstream provision is able to meet the needs of pupils. This will be discussed in more detail below.

‘Performative pressures’ were an area which contextualised many areas of previous research in the literature review (Bagley and Hallam, 2015, 2016, 2017; Gazeley, 2013; Pennacchia and Thomson, 2016). Although performative pressures were linked to race in the wider research, (Carlile, 2012; Parsons, 2008, 2009; Osler and Starkey, 2005), the racial background of pupils was not specifically referred to by any of the participants in my study. In terms of the pupils themselves, disadvantage and SEND were the specific pupil related factors that were referred to by participants. The current study was carried out in a predominantly white British area of England, but nonetheless, the absence of any connection between ethnic groups and permanent exclusion from school, suggests that this is an area of which setting staff and EPs are unaware. Data from the local authority where the study took place, states that as a percentage of the school population, pupils from white and black Caribbean backgrounds have a higher rate of exclusion as a percentage of the school population. My study shows a lack of acknowledgement of the issues related to school exclusion as they pertain to ethnic minority groups, specifically pupils from black and white Caribbean backgrounds. This could be interpreted as suggesting that issues related to race are not problematic for setting staff and EPs in their day to day contexts, or could be viewed as a lack of engagement with or knowledge about issues pertaining to race on a national level, particularly because school staff and EPs were asked to comment on the reasons for increases in exclusion from school on a national level. It may be possible that staff and EPs have not worked with pupils from different ethnic backgrounds, due to the population make-up of the local area, with fewer numbers of pupils from ethnic backgrounds than other areas of the England. My professional experience, having worked in areas which are more and less diverse, would suggest that professionals are less likely to make generalisations about race if they are not working with larger groups of pupils who form a minority in their school.

Perhaps it would take a significant proportion of a group with a particular cultural heritage, for professionals to articulate generalisations about a group. However, this remains a surprising result of the research, because it suggested that issues related to race were not perceived as a problematic national issue by the professionals who were questioned as part of the study.

The government's response to the recommendations made in 'Always someone else's problem' (DfE, 2013) is also summarised in Appendix 4. This focuses on the area of illegal exclusions from school. Illegal exclusions form part of a wider picture related to school exclusion in England, linked with the OCC findings about a lack of awareness of the relevant law (OCC, 2013, p39), a limited response of statutory agencies (OCC, 2013, p43) and the way that incentive structures have unintended consequences involving a 'high-stakes' league table and inspection regime, reductions in support services to schools and lack of meaningful sanctions for schools who exclude a child (OCC, 2013, p46-47). The impact of changes to school budgets is supported by my research, because this is identified as an area that has contributed to an increase in the use of permanent exclusion. However, my research highlights the need to seek a more effective response from the local authority to how resources offered may have an impact on the pupils who are identified as at risk of exclusion from school.

'Curriculum changes' was identified as a theme related to 'changing educational landscape', in relation to the new primary school curriculum introduced in 2014. The importance of the curriculum and its impact on permanent exclusion from school is evident to some extent in previous research from the literature review. In pupils of secondary school age, their disengagement from the curriculum was viewed as problematic and impacting on the behaviour of pupils and related to exclusion (Rogers, 2009; Charlton et al, 2004). The importance of the curriculum was also evident in the research conducted by Rustique-Forrester (2005) and Trotman et al. (2015), related specifically to perceptions about school exclusion. However, both these studies focused on secondary school age pupils. My research suggests that the greater level of challenge and higher expectations of the curriculum is perceived as problematic by primary school staff and EPs, and related to increasing numbers of pupils being excluded from school. Jenkins and Ueno (2017) made links between classroom behaviour being positive when there was a higher proportion of academically gifted pupils. It could be suggested that if the programme of study becomes more difficult, then fewer pupils will emerge as being perceived as academically gifted, which is likely to impact on the 'classroom climate'. The links between curriculum and reasons for school exclusion suggest that behaviour is impacted on by what the pupils are being taught.

Although my study did not probe the curriculum in detail, and school staff and EPs were not specific about how the curriculum might be improved, it is interesting that a wide body of research suggests that pupils would benefit from being taught skills linked to metacognition. A review carried out by McGuinness (1999) for the Department for Education and Employment, indicated that previously there had been more interest in this approach by government. More recently, Perry et al.'s (2018) systematic review of the effectiveness of teaching metacognition in schools also provides evidence of its impact. Additionally, the authors suggest that despite the strong positive evidence base linked to metacognition, it may not be widely delivered in schools because it is not part of the National Curriculum in England, or part of the accountability measures on schools (Perry et al. 2018, p4).

My conclusion, therefore, is that the changing educational context and its relation to performative pressures, reduced resources and curriculum changes, are all contributory factors related to the increasing number of pupils being excluded from primary school. The opportunities for schools to respond to these external reasons may be within the power of the school staff and EPs to some extent. On a broader level, teaching unions, responding to government consultations and contributing to research, are avenues through which school staff and EPs might influence these areas. At a school level, decisions about how more limited budgets are prioritised to meet the needs of pupils may be possible for schools. The identification of the 'changes in educational landscape' provides evidence to suggest that there are problems related to wider issues of inclusion which pervade the education system and contribute to rising numbers in pupils being excluded from primary school.

Systems of non-mainstream provision

'Systems of non-mainstream provision' was identified as a theme related to increased rates of exclusion. This emerged from the way that school staff talked about non-mainstream provision and how EPs viewed staff's attitudes towards mainstream provision.

In this theme there was some disparity in the responses of school staff and EPs. Some school staff believed there was a shortage of non-mainstream provision, whereas the EP perspective was that school staff's views about non-mainstream provision were incorrect and contributing to increasing numbers of pupils being excluded from school.

Non-mainstream provision is researched in relation to permanent exclusion from school, in terms of the way that the views of pupils attending non-mainstream provision have been studied, and how non-mainstream settings differ to mainstream provision (Pennacchia and Thomson, 2016; Levinson and Thomson, 2016; Clarke et al, 2011; Frankham and Edwards-Kerr, 2009; Carlile, 2011; Sheffield and Morgan, 2017). My study supports the findings of Watling et al. (2004) from the first literature review, where links were made between school exclusion and the beliefs of staff pertaining to what would happen to pupils after exclusion from school. The authors identified how pupils might be excluded from school in order to initiate an appropriate response from the local authority, to meet the needs of the pupil in alternative provision.

As mentioned in the previous section, beliefs about the school system as a whole and the way that the current system of education provision and school exclusion are connected, is evident in the grey literature. Recent OCC inquiries (OCC, 2012, 2013a, 2013b) and the Education Select Committee report provide evidence of this (HC, 2018). The Education Select Committee report, by its title, alludes to evidence of the link between Alternative Provision and increasing exclusions: 'Forgotten Children: Alternative Provision and the Scandal of ever increasing exclusions' (HC, 2018). This report explicitly refers to school exclusion in relation to alternative provision. Additionally, the current Timpson Exclusion review aims to examine the factors that drive the differences in school exclusion across the country (DfE, 2018b). The current study suggests that views about non-mainstream provision are part of the issue too. This also links with perspectives about inclusion, and the extent to which school staff and EPs believe it is possible to support all pupils in mainstream education. When considered through the school focused theory of permanent exclusion, it seems that there may be opportunities to explore and challenge the conceptions that school staff may have about alternative provision and its possibilities. Influencing the beliefs of staff may contribute to developing a better understanding of the consequences of a pupil attending alternative provision and some of the limitations of alternative provision. At the same time, there may be opportunities to develop alternative provision into settings which are what school staff believe they are, so that alternative provision is able to better meet the needs of pupils.

Issues related to SEN, as they pertain to exclusion from school, were evident in the literature review. SEN and pupil behaviour were seen to be related to the interaction of pupil and environmental factors. These were identified as an interaction between the child and the school environment (Paget et al., 2017). This linked with the review of research about severe and persistent conduct problems carried out by Day et al. (2012). My study extends this, identifying some of the tensions

between particular diagnoses and the behaviours related to the diagnoses. ADHD and Autism were the two diagnoses which were most frequently mentioned by participants when discussing behaviour and SEN. My study suggests that these diagnoses are particularly associated with increased risk of school exclusion by participants. It will be interesting to see how the recent court ruling regarding the exclusion of the pupil from primary school (HM Courts and Tribunals, 2018) impacts on pupils with Autism and ADHD in the future. Additionally, participants refer to the generally lower academic abilities of pupils at risk of exclusion from school. Given the other themes evident in the study, issues related to SEN need to be considered within the context of values linked to non-mainstream provision and issues of inclusion more widely. At the very least, my study identifies that school staff responses to pupils with ADHD and Autism are particularly concerning to those involved in the study. When considered through the school focused theory of permanent exclusion, clearly there are opportunities for education settings and EPs to develop more effective responses to pupils with ADHD and Autism.

In terms of the way that the local authority was perceived as contributing towards increasing numbers of pupils being excluded from school, the local authority is perceived as not producing enough specialist provision places. This criticism of the local authority was because there was a perception that non-mainstream provision was more suitable for some pupils who end up being permanently excluded, so this was a factor that was viewed as contributing to increasing numbers of pupils being excluded from school. The availability of non-mainstream provision was not an area that was linked to exclusion from school in the literature review.

Additionally, there were some perceptions that local authority employees did not have the best interests of pupils at heart and were more concerned with a superficial impact on statistics. This was not evident in previous research. Neither was the suggestion that local authorities are unable to provide adequate support relating to how money given to schools might have an impact on individual pupils. This aspect of my study adds to the body of evidence that it is an interaction of factors within a wider system that is influencing an increase in school exclusion. The school focused theory of permanent exclusion indicates that both schools and local authorities need to work more effectively together to support pupils who are at risk of exclusion from school.

Changing demands of staff skills

It is in the area of 'changing demands of staff skills' that there may be the most opportunity for school staff to impact on the reasons for the increasing numbers of pupils being excluded from school. This is because the theme focuses on what staff are doing on a daily basis in their schools.

'Changing demands of staff skills' as a contributory factor linked to increasing numbers of pupils being excluded from school, related to several areas that are well evidenced in the literature, and set within a context of 'inclusion' by one member of staff. Jenkins and Ueno's (2017) study which found that training that focused purely on behaviour did not have an impact on creating a positive classroom climate, is extended in my study, because both staff and EPs were suggesting that specific training related to the needs of pupils with SEND should be carried out. Although this has been identified as a theme in itself, the theme clearly overlaps with staff attitudes to non-mainstream provision. Research by Thompson and Pannacchia (2016), where they argue that productive partnerships might be developed between alternative provision settings and mainstream settings, is relevant here. It seems that there may be opportunities for mainstream setting to learn from the approaches of alternative provision.

'Changes in staff relations with parents' was a theme that was evident in the emphasis on the increased role of pastoral support workers, and the expectations that parents have. Certainly, my research contributed to previous studies related to the complexities of working with parents (Gazeley, 2012; Parker et al., 2016). It seemed that staff had a tendency to attribute pupils' difficulties at school to difficulties they were experiencing at home, as found in Gazeley's (2010) research. This was evident in the way that some participants talked about some aspects of the reasons for increasing exclusions from school; their focus could lean toward what was happening to the pupils outside school which impacted on their behaviour, rather than talking about reasons which were related to how the behaviour was responded to by the school. The increased 'nurturing' expectations by the parents, related to what schools were able to offer, was referred to in relation to school exclusion. For me, this could be an indication that some parents have a greater sense of their own rights and entitlements as well as a suggestion that schools may not have the capacity to provide the level of support that the pupils may need. In the literature search, the importance of relationships between pupils, teachers and parents are identified as extremely important (Gazeley, 2010, 2012; Hodge and Wolstenholme, 2016; Macleod et al, 2013; Milbourne, 2005; Parker et al, 2016).

‘Challenging home life of increasing numbers of pupils’ was a subtheme of ‘changes in staff relations with parents’. When taken in the context of previous research, my study adds to an understanding of the impact of disadvantage on some pupils. The ‘normalisation’ of exclusion from school and subsequent attendance at alternative provision is placed within a wider context of family struggles. Mental health and disadvantage are identified by Paget et al. (2017) as impacting on pupils. My study supports this. The implication for school staff is that school staff need to develop skills to support pupils who have challenging home life experiences. A consistent theme of the research into school exclusion is that pupils value having positive relationships with adults in the school (Harris et al., 2006; Levinson and Thompson, 2016; Osler, 2006). Added to this is the need for specific training which might be provided to school staff about the issues which particular groups might be encountering, such as children who have a parent in prison (Morgan et al., 2013). This is an area that might include practical support, in terms of Safeguarding responsibilities when there may be issues of neglect at home. Additionally, whole school strategies to support the mental wellbeing of pupils who may be experiencing problems that are a consequence of the issues that they are dealing with in their home lives may be implemented by schools. For example, ‘Youth Mental Health First Aid,’ aims to train adults working with children and young people to respond to their needs appropriately (Kidger et al., 2016).

‘Changes in younger pupils’ readiness for school’ was a theme which incorporated issues that school staff encountered in reception aged pupils, when they first started attending school, with an emphasis on language skills and general abilities of the pupils to regulate their own behaviour. This is supported to some extent in previous research identified in the literature review, where language skills are linked with school exclusion (Clegg et al, 2009; Hopkins et al, 2015), and research that suggested that language and communication disorders caused behavioural difficulties, rather than vice versa (Lindsay and Dockerall, 2012). In relation to the way that teachers are supported to develop skills to understand and deal with pupils generally, training may be addressed through teachers’ ongoing professional development. The significance of this is embedded in the ‘Teacher Standards’ (DfE, 2011b), with its reference to the importance of “appropriate self-evaluation, reflection and professional developmental activity” (DfE, 2011b, p7). The DfE has produced guidance about this in ‘Standard for teachers’ professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers’ (DfE, 2016). The document recommends that professional development is an aspect of the teacher role which is ongoing, and agreed via Senior Leadership and teaching staff. This suggests that

teachers may have opportunities to develop their skills in responding to pupils with higher language and communication needs. However, the type of staff training may vary depending on the school.

When considered through the school focused theory of permanent exclusion, opportunities for staff to respond to the 'changes in younger pupils' readiness for school' theme are evident.

Comparison between primary schools and secondary schools

In relation to Rustique-Forrester (2005), my study finds several connections between perceptions about the increasing numbers of pupils excluded from primary school with her study into secondary schools. Rustique-Forrester (2005) concluded that exclusion was influenced by multiple factors, as did my study. She also concluded that accountability increased the pressures and incentives to exclude pupils who are low-performing. My study suggested that accountability measures increased pressures and incentives to exclude pupils who may require additional support. Rustique-Forrester (2005) argued that a central issue to secondary school exclusion was "unintended pedagogical and social consequences of different systems of accountability" (p4). She suggested that a combination of accountability, parental choice and other curriculum and testing pressures led to a narrowing of the curriculum, where low-performing pupils were marginalised and the school climate became less "tolerant" of pupils with academic and behavioural difficulties (Rustique-Forrester, 2005, p1). My study supports this, but identifies further factors which are relevant, related to the themes 'systems of non-mainstream provision' and 'changing demands of staff skills', previously discussed.

In relation to Trotman et al.'s (2015) study, some of their findings were supported. For Trotman et al. (2015), "transition" from primary to secondary school was related to school size, availability of appropriate support mechanisms, curriculum relevance, peer pressure and personal confidence (Trotman et al., 2015, p250). In my study, although "transition" was not identified as a unique theme, there are similarities in the theme "pupils' readiness for school", because pupils are making a "transition" to starting primary school. There are also parallels in the way that my study identifies the "challenging home lives of increasing numbers of pupils" as a theme, and the importance of pastoral care identified in Trotman et al.'s (2015) study. Home-parental involvement and support were identified as important in Trotman et al.'s (2015) study too. Finally, Trotman et al. (2015) found that a positive attitude towards alternative provision was expressed by staff and pupils. This fits in with my research, where non-mainstream provision was also identified positively by some school staff.

However, there were key differences between the perspectives of school staff and EPs when they were considering primary school exclusion; these were related to non-mainstream provision and the role of the local authority in providing non-mainstream education settings for pupils. Some school staff believed that a factor related to the increasing numbers of pupils being permanently excluded was because there was a lack of non-mainstream provision. Some school staff thought that the local authority should be providing more non-mainstream provision. This contrasted with some EPs, who believed that non-mainstream provision does not provide the solutions that school staff might imagine.

When considered in relation to the school focused theory of permanent exclusion, the interaction of reasons which contribute to increasing exclusion from primary school is evident, linking together the 'changing educational landscape', 'systems of non-mainstream provision' and 'changing demands of staff skills'. There seem to be greater opportunities for school staff to take action on reducing exclusion from individual primary schools which are linked to 'changing demands of staff skills' within the sub-themes of 'changes in staff relations with parents' and 'changes in younger pupils' readiness for school'. This is not to suggest that schools and EPs are unable to influence the development of the issues linked to 'changing educational landscape' and 'systems of non-mainstream provision'. It is necessary that school staff and EPs contribute to the development of both these areas. I am convinced that schools and EPs may be able to respond to 'changing demands of staff skills' more rapidly than impacting upon the 'changing educational landscape' and influence 'systems of non-mainstream provision'.

Section 2: RQ 2 The possible contribution of EPs to reducing primary school exclusion

- How might EPs contribute to supporting primary school staff to reduce permanent exclusion, from the perspective of school staff and EPs?

Overview of findings for research question 2

This part of the discussion will be divided into three main areas: the contribution of EPs at national level, local authority level and school level. Findings will be discussed in relation to research into interventions which have been carried out to support pupils to reduce primary school exclusions that were identified in the literature review.

First, there are some broad observations to make about the way that staff and EPs discuss their role. EPs identify work at a wider range of functions than school staff. This has been found in earlier research too in the study by Bagley and Hallam (2017), where there was a lack of clarity about the role of the EP. This suggests that school staff are not aware of the possible impact of EPs at local authority level. The perspectives could have been because school staff interpretation of the question encouraged them to reflect on their personal experiences of working with EPs.

Secondly, my research indicated that both staff and EPs perceive EPs to have a more generic approach to supporting primary schools to reduce exclusion. This stands in contrast to the evidence base of interventions and strategies which have been identified as having a measurable impact on pupils who are at risk of exclusion from school.

National level

Two EPs commented that EPs need to have an impact on national policy making in order to contribute to supporting schools in reducing the use of permanent exclusion. This suggests that the ambiguities of the legislation described in the introduction (pp.6-10) need to be addressed. The tensions between the rights of children, the subjective nature of government guidance relating to school exclusion and the impact that permanent exclusion from school has on groups who are already socially excluded, all have a direct bearing on the EP whose responsibility it is to ameliorate social exclusion. Therefore, this is a rational response to the issue of permanent exclusion policy

making. There is some precedent for EPs influencing national policy, for example, the Association of Educational Psychologists (AEP), publicises information about government consultations related to issues which may impact on children and young people. EPs may also respond to consultations individually.

Local authority level

The literature review identified interventions and strategies to support pupils at local authority level, which related to looked after children (Berridge et al., 2009), developing inclusive systems in schools in the local authority (Parsons et al., 2009; Rose et al., 2018) and managed moves (Harris et al., 2016; Bagley and Hallam, 2015). EP involvement was explicitly mentioned in regard to the managed move process (Bagley and Hallam, 2015) and an EP participating in school panel decisions about where pupils at risk of exclusion should be placed (Rose et al., 2018).

My study suggests that EPs identify a possibly wider impact than the one suggested in the literature review, which just refers to managed moves. Since my study identified areas including systemic work and contributing to working with specific groups, this is an interesting result. The identification of systemic work is supported in Parsons (2010) identification of the eight key features found in 'Strategic Alternatives to Exclusion from school'. The thread of "inclusion", explored in the previous section, as underpinning the increasing numbers of permanent exclusion from primary school, is the first strategy which is identified by Parsons (Parsons, 2010, p10). My professional experience of working with two local authorities suggests that strategic local authority work by EPs is something that happens at senior levels.

My research suggests that there are opportunities for EPs to work at local authority level and influence systems. This could involve extending the systemic work in this area by training local authority level staff to develop their understanding of exclusion from primary school. There is also an interesting crossover in other aspects identified by Parsons (2010). He refers to the necessity for the local authority to "develop a range of alternative curriculum providers" (Parsons, 2010, p10). This might involve the provision of different alternative curriculums. This is an area identified by EPs in the subordinate theme 'Alternative provision focus' where EPs believe there are opportunities for work.

The relevance of Early Years work and the EP's ability to have a positive impact at this stage of the child's development, was identified in the literature review, as part of an inter-disciplinary approach. The literature review included 'The Scallywags scheme' which targeted pupils who were referred to the project from the age of 3-7 years old (Lovering et al., 2006). My research supports the evidence that EPs should be targeting their work at pre-school aged pupils. My professional experience is that there are some tensions in this area related to funding for EPs, since the local authority pays for work with Early Years children, whereas in the semi-traded model the schools have to pay for services. There has been an increase in the number of EHCP applications made, which can mean that Educational Psychology Services may prioritise other areas of work due to their own limited resources. Therefore, school based work can be prioritised. My conclusion is that there is a recognition from EPs and staff that Early Years work is an important area and is likely to impact on subsequent school exclusion. Perhaps the latest comments from the Education Secretary, Damien Hinds, suggest that Early Years work will become a greater focus in the future, since it was identified that there are issues with a significant proportion of pupils not reaching appropriate language and communication levels by the end of reception, with an emphasise on earlier development of these skills (DfE, 2018d).

Separate specialist provision targeted at Key Stage 1 pupils was suggested as an approach by one member of school staff. This was identified as a theme because staff and EPs strongly believed that pupils in that age group should not be educated with their older peers in Key Stage 2, as is the case now. Given that non-mainstream provision is widely thought to be positive by school staff, and is a part of the current system, I felt it should be identified as an approach that the local authority could take.

School level

The themes identified at school level in terms of how EPs can contribute to supporting schools to reduce permanent exclusion were in five main areas: 'systemic approaches'; 'supporting staff'; 'the EPs role related to behaviour and SEN'; 'research' and 'direct work with pupils'.

I will consider these aspects in relation to the five core purposes of the EPs role, as identified by SEED (2002) and referred to in the introduction, namely: consultation, assessment, intervention, training and research.

Consultation

The process of consultation, although well documented in the literature relating to the role of the EP, was not apparent in literature search 2 related to strategies and interventions which can support schools to reduce exclusion. However, there is evidence that this is a core purpose of the EP role and suggests that it can have a positive impact on pupils and support change (Wagner 1995, 2000, 2001). Additionally, Bagley and Hallam's (2015, 2016, 2017) study identified consultation as a way in which EPs could support secondary schools to support pupils who were at risk of exclusion. My own research and analysis found evidence to support the idea that consultation, problem solving and time with the EP were perceived as key ways in which the EP could support staff who were working with pupils at risk of exclusion. This suggests that this is an area of EP work and impact that both staff and EPs value.

In my analysis, the use of consultation was identified as part of a broader theme, involved in 'supporting staff'. Within this the relationship that school staff had with a link EP was also perceived to be important. There is scant evidence related to this, although in my professional experience, when EPs have a relationship with the school staff, their knowledge and experience of the school and its internal systems would be better, and they would be more likely to influence change. If the EP is to be a 'critical friend' to school settings, a relationship with the link EP means that the 'friend' part would be in place. At the same time, there may be risks within the relationship that the EP has with schools, for example, with an EP becoming complicit in some unhelpful school systems or approaches. However, part of the EP doctoral training, such as the EP Code of Ethics and Conduct (2009), emphasises that the EP has a role which is beyond that of the school, so I think this complicity is reduced.

'Supervision of staff' is an aspect of the EP role that was also identified as a theme related to supporting staff. No mention of supervision was made in relation to the literature search about interventions which have been measured which support schools to reduce exclusion. However, wider reading on the subject of supervision identifies that this is a growing area of work. For example, the ELSA (Emotional Literacy Support Assistants) programme may be delivered by EPs. Here, teaching assistants attend five days of training over a term, followed by regular group supervision to allow them to provide individualised intensive support to pupils who may have social, emotional and mental health needs (Burton, 2008, p42). Maxwell's (2013) study provides positive evidence of supervision for a team of community based support workers, who were supporting

families with vulnerable adolescents at risk of exclusion from school. A feature of EP and school staff perspectives on the EP contribution was the desire for EPs to have a longer term impact, with opportunities for ongoing feedback to school staff. Supervision can provide an opportunity to do this. I would argue that this is an area with a developing evidence base that allows EPs to have a positive impact and might also support schools in addressing wider issues of teacher stress and burnout that are often cited for the increasing numbers of teaching staff leaving the profession (Kyriacou, 2001; Mearns and Cain, 2003; Kinman et al., 2011). It is also consistent with the way that staff and EPs considered the pressures of working with pupils who may be exhibiting behaviour which is difficult to manage at school, as identified in the 'reasons for increasing numbers of school exclusions,' on page 128.

Assessment

Assessment is related to the core functions of the EP role and was evident in the literature around interventions to support pupils who were excluded from primary schools and the EP role, when multi-agency work was explored (Panayiotopoulos, 2004; Lovering et al., 2006). Arguably, it is impossible to view assessment as separate from intervention, because there can be no intervention without an assessment of why the intervention should be carried out. Assessment is perceived as part of a wider approach to informing the EP's work, rather than a discrete way to work. However, the current tensions around how EPs may practice related to assessment and the possible limitations of assessment by an EP are referred to by participants in the present study. An alternative provision staff member commented that it is not helpful for an EP to come in, do an assessment and write a report. Rather, a discussion with staff and a more dynamic approach is sought. However, the use of assessment as part of an EPs approach is valued by staff and EPs.

Assessments are perceived as useful both within the literature related to reducing school exclusion (Panayiotopoulos, 2004; Lovering et al., 2006; Bagley and Hallan, 2017) and the current study, when they are used to contribute positively to a better understanding of the pupil. The tension between the medical and social model of disability is evident in the way that staff and EPs talk about assessment, where assessment can be used to identify the individual needs of a pupil, but this can mean that the assessment encourages the perception that the pupil's needs are child deficit related. This could be perceived as relating to wider issues of inclusion, because it focuses on what the child is lacking compared to a 'typical' child. However, assessments can be broader than this, for example, identifying the child's strengths. My conclusion is that assessment is valued by staff and

EPs, when they are used to inform future responses to the pupil. Assessments may support more inclusive practises in schools, by identifying the pupils' strengths and supporting the school to remove barriers to learning that the pupil may be experiencing, subsequently reducing the risk of exclusion from school.

Intervention

Intervention is most evident in the way that direct work with pupils is conceptualised by school staff and EPs. The three subordinate themes identified in the data analysis were: family work; therapeutic approaches; and longer term work with excluded pupils.

The literature review found that there was limited evidence to support the impact of one to one work with pupils who are at risk of exclusion from school, with only one study incorporating an element of one to one work (Osboth et al. 2016). There were no studies which were shown to have an impact which just involved one to one work. Two studies which involved carrying out group work interventions had a null effect with secondary aged pupils (Osboth et al. 2016; Bowey and McGlaughlin, 2006), whereas one which related to primary school pupils had a more positive impact (Cullen-Powell and Barlow, 2005).

There is a stronger evidence base related to the approach suggested by Ofsted which were found to be successful at reducing exclusion from primary school, through nurture groups (Ofsted, 2009, 2011). Nurture groups were referred to twice in my study, by one SENCO and one EP as having a positive impact on pupils at risk of exclusion. Their impact is evidenced in other the research too, such as Hughes and Schlosser's (2014) review of the effectiveness of nurture groups which found eleven papers relating to nurture groups effectiveness in improving the emotional well-being of children.

Interestingly, Humphrey and Brooks' (2006) intervention which was used to help secondary school aged pupils to control their anger management, was included in a DfE approach to providing support to pupils who were identified as having SEND but whose needs were such that they would require an EHCP (DfE, 2017, p56). In the DfE document, the intervention is mentioned as one of several pertaining to support pupils who have Social, Emotional and Mental Health difficulties.

In my study, one therapeutic approach was mentioned by an EP, who referred to Sandplay. This psychoanalytic intervention has a limited evidence base in relation to its impact on pupils at risk of exclusion. Additionally, therapeutic approaches to working with pupils could be viewed as part of the wider neoliberal influence on education too, since an individualistic response to mental health is emphasised (Esposito and Perez, 2014), instead of focusing on changes which might be made to the systems surrounding the child. The longer term impact of therapeutic interventions could be questioned if the systems and the environment surrounding the pupil have not changed.

VIG (Video Interaction Guidance) is referred to as a possible intervention by one EP and one member of school staff. In this approach, a parent or carer is guided through an edited film of their successful interactions with the child, to identify strengths and opportunities for positive developments. This has a stronger evidence base (Barlow & Schrader-MacMillan, 2010; Kennedy et al., 2010), although it does not contain evidence in relation to pupils at risk of exclusion from school.

Approaches such as Circle Time and SEAL are recommended by Ofsted (Ofsted, 2009, 2011). Circle Time involves children sitting in a circle in a teacher led group, with the aim of developing children's self-esteem, promoting positive relationships and developing social skills (Collins, 2013, p421). Academic literature relating to the impact of Circle Time has raised issues related to its impact (Leach and Lewis, 2012; Collins, 2013; Cefai et al., 2014). SEAL refers to the 'Social and Emotional Aspects of Learning'. Approaches and resources were developed by the DfES in 2005, with the aim of developing pupils' self-awareness, supporting pupils to manage their feelings, and develop motivation, empathy and social skills. Neither Circle Time or SEAL are mentioned in the literature review of strategies which might support pupils who are at risk of exclusion within the search terms that were used. Arguably, these form more of a whole school strategy which is may be more related to the systemic work which was referred to in my research by EPs.

The theme of working with families was identified as a subordinate theme in the data analysis. The literature review suggested that family interventions were likely to be successfully, when in collaboration with other external support organisations (Panayiotopoulos, 2004; Lovering et al., 2006; Milbourne, 2005). Other literature on the work carried out by EPs indicates that EP work with families can happen in a range of ways (for example, parents or carers getting involved with the consultation process (Wagner, 2001) or parents being part of specific interventions such as family interventions using narrative therapy approaches (Waters, 2014). This is a potential area of work for EPs.

EPs may be able to work with pupils who have previously been excluded from school, in the longer term. Particularly if we consider how the 'reasons for exclusion' and evidence around what is likely to help make a managed move successful, EPs may have a role in supporting schools with this process (Messeeter and Soni, 2018). This may involve contributing to the managed move process, although no EP involvement is currently identified. However, Bagley's (2015) paper sets a strong precedent for preventative work that might be possible before this point. My conclusion, therefore is this might be a valuable area of work for the EP in the longer term. However, this does not chime well with me personally, because the pupil has to be at risk of exclusion before they will be considered for a managed move, which would suggest that things have become problematic in the school by this point.

Training

Teacher training is not an area of intervention or strategy referred to in the literature search about strategies and interventions to support schools to reduce exclusions. However, it is identified as an opportunity in the 'reasons for exclusion' section, for example, related to diversity and how to respond to pupils with specific educational needs (Gazeley and Dunne, 2013) and teacher training about ASD (Symes and Humphrey, 2012). This suggests that ongoing training to school staff provides opportunities for a possible contribution by EPs. In addition, it fits in with wider issues related to systemic work. In my professional experience, if a number of individual pupils from schools with similar issues are identified, it can indicate there is a systemic need for training on that particular area, either with a specific member of staff involved, or among the wider staff population. Certainly, EPs are well placed to identify these patterns within schools.

Research

Research is important to identifying effective interventions with pupils at risk of exclusion, and as might be expected in academic papers, a range of interventions were suggested at the end of the papers that were included in the literature review. It was only EPs who suggested that further research into pupils who were at risk of exclusion from school was necessary. This suggests that school staff are not aware that this is an area of work that EPs can contribute to. Possibly their involvement in the study will raise the profile of the way that EPs are able to make a contribution to understanding a situation through the use of research. At the same time, the areas of research

identified by EPs (Chapter 3, p115), are interesting because, as the literature review has suggested, some of these areas of research have already been addressed.

Summary of discussion of RQ 2

EPs and school staff believe that EPs may be able to support primary schools to reduce exclusion, through a range of approaches. These have been identified at national, local and school level. My study suggests that EPs view their role as being much wider than the way it is perceived by school staff. Additionally, in relation to the previous research into interventions and strategies that reduce the risk of exclusion from primary school, research into how EPs impact on this area is limited. However, when other literature is considered, for example in relation to consultation, there is evidence to suggest that the suggested approaches may have an impact on pupils, but their impact has not been measured in relation to exclusion from primary school.

Evaluation of the study

Strengths and limitations of the study

On reflection, the research at the heart of this study has a number of strengths and limitations that are important to consider. Its key strength is that it may inform how the local authority approaches the issue of primary school exclusion, since it was suggested by the local authority in which the research took place. Among its other strengths are the way that it simultaneously considers the perceptions of school staff, who hold a range of positions within the school, and the perceptions of EPs. Through carrying out individual interviews, attention is given to the perceptions of each participant, allowing a detailed account from each participant to be analysed. The study as a whole is firmly grounded in analysis of legislation, inquiries and government reports as well as academic research, which gives a broad and solid context for the study.

The study has several limitations too. First, it did not include the views of pupils or families. These may have been different from the views of school staff and EPs and would have provided an additional dimension to the research. I believed at the start of the study, that pupils and parents would not be well placed to comment on the *increasing* numbers of school exclusions. I now think that they are as well placed as professionals, particularly given the prevalence of the research drawing on pupil and parent perceptions identified in the literature review (Paget et al. 2017;

Wyness and Lang, 2016; Haynes et al., 2006; Caballero et al., 2007; Crozier, 2005; Clarke et al, 2011; Levinson and Thompson, 2016; Sheffield and Morgan, 2017; Gazeley, 2012; Parker et al., 2016; Hodge and Wolstenholme, 2016; Milbourne, 2005; Trotman et al., 2015), as well as the tendency of some participants to compare 'now' and 'before' in such broadly different ways, with some participants referring to their own childhood experiences, some a decade ago, and some very recently.

As a trainee Educational Psychologist, there may have been some bias (possibly unconsciously) in the way that I conducted the interviews and interpreted the findings. I have acknowledged my own position explicitly as part of the study, but it remains a limitation of the study.

The school staff who participated in the study came from settings where fewer than five pupils had been excluded from each school. Consequently, the experiences of staff could be drawn on a small number of examples and a small number of experiences. It is important to acknowledge that generalisations about primary school exclusions may not be made from this study.

My aim was to use qualitative methods to identify the deeper themes related to perceptions of the reasons for the increased numbers of school exclusions, and examine these within the context of previous research. The data was examined through the lens of 'perceptions related to schools', because it is within the school settings that permanent exclusions occur. This lens has been adopted because previous research suggests that there are higher and lower excluding schools, even when risk factors (such as socio-economic context) for exclusion have been allowed for (Dfe, 2009; OCC, 2012, 2013a, 2013b). The study is focused on the perspectives of professionals who work in higher excluding contexts, to contribute to an understanding of their viewpoints. Now I am at the end of the study, I believe that further probing would have been useful, to develop a deeper understanding of why participants held their particular beliefs.

The structure of the interviews, where staff and EPs talked about pupils with whom they had previously worked who had been excluded, or were at risk of exclusion, meant that I was able to develop a sense of how their perceptions of the reasons for increased numbers of exclusions were related to their previous experiences, which informed how themes were identified. Additionally, participants were asked for their views on the increasing numbers of exclusions nationally, in order to understand their perceptions about a national issue. Caballero et al.'s (2006) study into perceptions related to pupils from mixed race backgrounds, explicitly sought to probe beneath the

reasons for the perceptions of staff. When investigating staff perceptions of mixed race pupils, some teachers held the perception that mixed race children have a white mother at home and an absent black father, “teachers that held this perception were unable to provide statistical data or other evidence to support this and admitted that such conclusions were solely based on their own views or feelings” (p.351). It would have given more depth to the study had I sought to investigate why participants held particular beliefs.

Member checking would have enhanced the quality of the study too. Although some member checking was carried out during the interviews, where I would summarise my understanding of what the participant had said, then repeat it back to them, this approach was not used consistently during every interview. A limitation of this study is that I have not checked my understanding of participant meaning more broadly, after analysis. I believe that I have correctly understood what they have said, but I may have misunderstood or participants may have wished to develop particular thoughts further.

The reasons that are given for increased numbers of permanent exclusion from primary school and the possible contribution of the EP are not measured or explored in terms of their relative importance or impact on primary school exclusion for the participants. They are presented as interconnected, just as the interaction of risk factors is presented as interconnected in the literature review. It would have added an additional dimension to the study if I had asked participants to prioritise the reasons they had identified.

I have identified the way that teachers and EPs could lean towards talking about reasons outside school (related to family or home situations), which impacted on the behaviour at school. At times, it could be disorientating during analysis to remember that exclusion only happens within a school context, so necessarily it will always be the school’s response to the pupil that will be the reason that needs to be explored. I have been explicit in this being a lens through which I have analysed the data, but I wonder if different results would have been presented if I had been more explicit about this during the interview itself. I believe that had I asked questions which emphasised ‘what school staff do’ in relation to the reasons that were given for school exclusion, the depth and relevance of the study would have been improved.

Unique contribution of the study

The unique contribution of this study is that its findings contribute to the research about the issue of increasing numbers of pupils being excluded from primary school. Overall, the study finds that a move away from broader inclusionary educational practices, caused by an interaction of factors at national, local, school, family and child level, is contributing to a rise in permanent exclusion from primary school. The study finds that EPs can contribute to supporting primary schools to reduce exclusion in a range of ways (e.g. consultation, intervention, research, assessment and training), working at different levels (national, local, school and pupil). I would suggest that EPs measuring the impact of their approaches to working with primary schools in relation to school exclusion would allow EPs to have a clearer understanding of how their work can impact on school exclusion.

Concluding comments and opportunities for further research

Concluding comments

Government data related to permanent exclusion suggests that its use in primary school is increasing. Permanent exclusion impacts to a greater extent on pupils who are already socially excluded. My study suggests that both school staff and EPs perceive there to be an interaction of factors which are contributing towards increasing numbers of pupils being excluded from primary school.

The key difference in school staff and EP perceptions related to the reasons for increasing school exclusion is related to non-mainstream provision. Some school staff perceive that there is better provision for some pupils elsewhere, and that a lack of non-mainstream provision is related to the issue of primary school exclusion. EPs suggest that it is a false perception in schools that pupils at risk of exclusion will be better supported in a non-mainstream educational setting.

The increasing financial pressures that are being experienced by schools and families mean that these two factors related to school exclusion are increasing simultaneously. This is mirrored within a wider context of the perceived availability of support within the local authority. At the same time, the pressures and demands on teachers related to delivering a more challenging Key Stage 1 and Key Stage 2 curriculum, suggest that there is an increase in the number of pupils who may be less

able to meet the demands of the curriculum, and require additional support because they may be marginalised within the classroom.

Implications for EP practice

Exclusion from school is an area of concern to Educational Psychology Services, because of its impact on the individual pupil, and the wider issues related to social exclusion and inclusion. Although the issue of inclusion remains a key area for EPs to contribute to, a clear articulation of what inclusion could look like would be useful. The possibilities for inclusion have changed since the Children and Families Act 2014, with the emphasis on the views of the child or young person being more evident in legislation. Opportunities should be sought by EPs to ensure that the child's voice is central to areas around the risk of exclusion from school too.

Interventions need to be considered in the light of what EPs know about psychological theories of child development. For example, with teenagers, a sense of identity in teens is more influenced by peers, whereas pupils of primary school age are more influenced by family and teachers. This may inform the direction that EP services choose to contribute to in supporting primary schools to reduce exclusion.

The literature search found that effects of the approaches of EPs are not generally measured in relation to exclusion from school, which means that the evidence base around EP impact in this area is limited. The reasons why EPs do not measure their approaches in terms of school exclusion may be because they measure their impact differently, for example, through changes to specific areas of behaviour related to Social, Emotional and Mental Health. If measures of fixed term exclusion and permanent exclusion were included in the way that EPs were involved with school staff and individual pupils, a more detailed picture of EP impact would emerge, for example in relation to the use of interventions, assessment, consultation and training. Educational Psychology Services could include these measures as part of evaluations of their impact and further develop their Services.

Opportunities for further research

There are many opportunities for further research into school exclusion, building on the current study. These could be through understanding more about how the perspectives of parents and pupils might illuminate current issues further; how values about non-mainstream provision and

inclusion impact on the decisions made by school staff and how school staff might be better supported to meet the needs of pupils at risk of permanent exclusion.

Is it possible to imagine an education system that does not exclude any pupils, where exclusion is not necessary because all behaviour could be viewed as communication, and all communication could be viewed as expressing a need? For this to happen, an ideological shift is needed which is beyond a punitive response to pupils, and beyond an education system that values its pupils by their academic attainment. An area for future research is around what kind of education structure might reduce deeply embedded patterns of social exclusion, which excludes some pupils who do not conform to expectations in some primary schools. To address the problem of permanent exclusion from primary school, further research is needed to understand how the education system as a whole could be redesigned to help pupils succeed in their education no matter what primary school they attend, within a wider system which is proactive in providing support to pupils.

References

- Ainscow, M., Booth, T. and Dyson, A. (2004) 'Understanding and developing inclusive practices in schools: a collaborative action research network', *International Journal of Inclusive Education*, Vol. 8, No. 2, pp.125-139.
- Ainscow, M., Booth, T. and Dyson, A. (2006) 'Inclusion and the standards agenda: negotiating policy pressures in England', *International Journal of Inclusive Education*, Vol.10 No.4-5, pp.295-308.
- Ashton, R. and Roberts, E. (2006) 'What is valuable and unique about the educational psychologist?' *Educational Psychology in Practice*, Vol.22, No. 2, pp.111-123.
- Babbie, E. (2013) *The Practice of Social Research*, Belmont, CA: Wadsworth (13th Edition)
- Bagley, C. and Hallam, S. (2015) 'Managed moves: school and local authority staff perceptions of processes, success and challenges', *Emotional & Behavioural Difficulties*, Vol. 20, No. 4, pp.432-447.
- Bagley, C. and Hallam, S. (2016) 'Young people's and parent's perceptions of managed moves', *Emotional & Behavioural Difficulties*, Vol. 21, No. 2, pp.205-227.
- Bagley, C. and Hallam, S. (2017) 'Is there a role for educational psychologists in facilitating managed moves?', *Educational Psychology in Practice*, Vol. 33, No. 3, pp.323-333.
- Barlow, J. & Schrader-MacMillan, A. (2010) *Safeguarding children from emotional maltreatment: What works?* London: Jessica Kingsley.
- Berridge, D., Henry, L., Jackson, S. & Turney, D. (2009) *Looked after and learning: Evaluation of the Virtual School Head pilot*. London: Department for Education, Schools and Families.
- Bond, T. (2012) 'Ethical imperialism or ethical mindfulness? Rethinking ethical review for social sciences' *Research Ethics*, Vol. 8, No. 2, pp.97-112.
- Booth, T. (2011) *Index for inclusion: developing learning and participation in schools / Tony Booth and Mel Ainscow*, Bristol: Centre for Studies on Inclusive Education (3rd Edition).
- Bowey, L. and McGlaughlin, A. (2006) 'The youth crime reduction video project: an evaluation of a pilot intervention targeting young people at risk of crime and school exclusion', *Howard Journal of Criminal Justice*, Vol. 45, No. 3, pp.268-283.
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, Vol. 3, pp.77-101.
- Braun, V. and Clarke, V. (2013) *Successful Qualitative Research*. London: Sage.
- British Psychological Society (BPS) (2009) *Code of Ethics and Conduct*. Leicester: BPS.
- British Psychological Society (BPS) (2013) *Ethical Trading, Guidance for Practice for Educational Psychologists*. Leicester: BPS.
- British Psychological Society (BPS) (2017a) *Standards for the accreditation of Doctoral programmes in educational psychology in England, Northern Ireland & Wales*. Leicester: BPS.

British Psychological Society (BPS) (2017b) *Behaviour Change: School attendance, exclusion and persistent absence*. Leicester: BPS.

Bronfenbrenner, U. (1994). Ecological models of human development. In *International Encyclopaedia of Education*, Vol. 3, Oxford: Elsevier (2nd Edition).

Brosio, R.A., (2006) 'Foreword' in Ross, E.W., and Gibson, R. (Eds.) *'Neoliberalism and Education Reform'*, New Jersey: Hampton Press.

Burton, D.M., Bartlett, S.J. and Anderson De Cuevas, R. (2009) 'Are the contradictions and tensions that have characterised educational provision for young people with behavioural, emotional and social difficulties a persistent feature of current policy?', *Emotional and Behavioural Difficulties*, Vol. 14, No. 2, pp.141-155.

Burton, S. (2008) 'Empowering learning support assistants to enhance the emotional wellbeing of children in school', *Educational and Child Psychology*, Vol. 25, No. 2, pp.40-56.

Caballero, C., Haynes, J. and Tikly, L. (2007) 'Researching Mixed Race in Education: Perceptions, Policies and Practices', *Race, Ethnicity and Education*, Vol. 10, No. 3, pp.345-362.

Carlile, A. (2011) 'Docile Bodies or Contested Space? Working under the Shadow of Permanent Exclusion', *International Journal of Inclusive Education*, Vol. 15, No. 3, pp.303-316.

Carlile, A. (2012) 'An Ethnography of Permanent Exclusion from School: Revealing and Untangling the Threads of Institutionalised Racism', *Race, Ethnicity and Education*, Vol. 15, No. 2, pp.175-194.

Carter, S.M. and Little, M. (2007) 'Justifying Knowledge, Justifying Method, Taking Action: Epistemologies, Methodologies, and Methods in Qualitative Research', *Qualitative Health Research*, Vol. 17, No. 10, pp.1316-1328.

Cefai, C., Ferrario, E., Cavioni, V., Carter, A. and Grech, T. (2014) 'Circle Time for Social and Emotional Learning in Primary School', *Pastoral Care in Education*, Vol.32, No. 2, pp.116-130.

Charlton, T., Panting, C. and Willis, H. (2004) 'Targeting exclusion, disaffection and truancy in secondary schools: An evaluation of an alternative curriculum for older pupils', *Emotional & Behavioural Difficulties*, Vol. 9, No. 4, pp.261-275.

Christos, P. (2004) 'A Follow-Up of a Home and School Support Project for Children with Emotional and Behavioural Difficulties', *Emotional & Behavioural Difficulties*, Vol. 9, No. 2, pp.85-98.

Clarke, G., Boorman, G. and Nind, M. (2011) '"If They Don't Listen I Shout, and when I Shout They Listen": Hearing the Voices of Girls with Behavioural, Emotional and Social Difficulties', *British Educational Research Journal*, Vol. 37, No. 5, pp.765-780.

Collins, B. (2013) 'Empowerment of children through Circle Time: Myth or Reality?' *Irish Educational Studies*, Vol. 32, No. 4, pp.421-436.

Creswell, J. (2014) *Research Design*, London: Sage (4th Edition).

Crozier, G. (2005) '"There's a War against Our Children": Black Educational Underachievement Revisited', *British Journal of Sociological Education*, Vol. 26, No. 5, pp.585-598.

Cullen-Powell, L. and Barlow, J. (2005) 'Promoting Inner Stillness: The Value of a Self-Discovery Programme for Children with Social, Emotional and Behavioural Difficulties', *British Journal of Special Education*, Vol. 32, No. 3, pp.138-144.

Danermark, B., Ekstrom, M., Jakobsen, L. and Karlsson, J. (2002) *Explaining Society Critical realism in the social sciences*. London: Routledge.

Day, C., Ellis, M. and Harris, L. (2012) *High Need Families Project: Development and piloting a new parenting intervention (The Helping Families Programme) for children with severe and persistent conduct disorder problems*. London: Department for Education.

Day, C., Kowalenko, S., Ellis, M., Dawe, S., Harnett, P. and Scott, S. (2011) 'The Helping Families Programme: a new parenting intervention for children with severe and persistent conduct problems', *Child & Adolescent Mental Health*, Vol. 16, No. 3, pp.167-171.

Department for Children, Schools and Families (2009) *Every Child Matters Outcomes for Children and Young People*, DCSF. Available from:
<http://webarchive.nationalarchives.gov.uk/20100406190825/http://www.dcsf.gov.uk/everychildmatters/about/aims/outcomes/outcomescyp/> [accessed 26.8.2018].

Department for Communities and Local Government (2015) *The English Indices of Deprivation 2015*, London: Department for Communities and Local Government.

Department for Education (DfE), (2011a) *Youth Cohort Study & Longitudinal Study of Young People in England: The Activities and Experiences of 19 year olds: England 2010*, London: National Statistics, (B01/2011).

Department for Education (DfE), (2011b) *Teachers' Standards Guidance for school leaders, school staff and governing bodies July 2011 (introduction updated June 2013)*, London: DfE, (DFE-00066-2011).

Department for Education (DfE), (2013) *The Children's Commissioner's reports, 'They Go The Extra Mile' and 'Always Someone Else's Problem': the government's response*, London: DfE, (DFE-00133-2013).

Department for Education (DfE), (2015) *Special Educational needs and disability code of practice: 0 to 25 years statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities*, London: DfE.

Department for Education (DfE), (2016) *Standard for teachers' professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers*, London: DfE, (DFE-00167-2016).

Department for Education (DfE), (2017a) *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion*, London: DfE, (DFE-00184-2017).

Department for Education (DfE), (2017b) *Schools, pupils and their characteristics: January 2017*, National Statistics, (SFR 28/2017).

Department for Education (DfE), (2017c) *Special Educational Needs in England: January 2017*, National Statistics, (SFR 37/2017).

Department for Education (DfE), (2017d) *SEN support: A rapid evidence assessment Research report*, London: Department for Education, (DFE- RR710).

Department for Education (DfE), (2018a) *Permanent and fixed-period exclusions in England: 2016 to 2017*, London: National Statistics.

Department for Education (DfE), (2018b) *SFR01/2018: GCSE and equivalent results in England 2016/17 (revised)* London: National Statistics, (SRF 01/2018).

Department for Education (DfE), (2018c) *A Review of School Exclusion: terms of reference*. Available from: <https://www.gov.uk/government/publications/school-exclusions-review-terms-of-reference> [Accessed on 28.8.2018].

Department for Education (DfE), (2018d) *Speech: Education Secretary sets vision for boosting social mobility*, Available from: <https://www.gov.uk/government/speeches/education-secretary-sets-vision-for-boosting-social-mobility> [Accessed on 28.8.2018].

Department for Education and Skills (DfES), (2001) *Statistics of Education Permanent Exclusions from maintained schools in England*, London: Department of the Stationary Office.

Derrington, C. (2005) 'Perceptions of Behaviour and Patterns of Exclusion: Gypsy Traveller Students in English Secondary Schools', *Journal of Research in Special Educational Needs*, Vol. 5, No. 2, pp.55-61.

Dweck, C. (2006) *Mindset: How you can fulfil your potential*, London: Robinson.

Education Act 1981. Available from: <http://www.legislation.gov.uk/ukpga/1981/60/enacted> [Accessed 28.8.2018].

Education Act 2002 Section 52. Available from: <https://www.legislation.gov.uk/ukpga/2002/32/section/52> [Accessed 28.8.2018].

Education and Inspections Act 2006. Available from: <https://www.legislation.gov.uk/ukpga/2006/40/section/89> [Accessed 28.8.2018].

Equality Act 2010. Available from: <https://www.legislation.gov.uk/ukpga/2010/15/contents> [Accessed 28.8.2018].

Equality and Human Rights Commission (2014) *Public Sector Equality Duty Guidance for Schools in England* Equality and Human Rights Commission. Available from: http://www.equalityhumanrights.com/sites/default/files/psed_guide_for_schools_in_england.pdf [Accessed on 26.8.2018].

Esposito, L., and Perez, F.M. (2014) 'Neoliberalism and the Commodification of Mental Health', *Humanity & Society*, Vol 38, No. 4, pp.414 – 442.

Evans, R. and Pinnock, K. (2007) 'Promoting resilience and protective factors in the children's fund: supporting children's and young people's pathways towards social inclusion?', *Journal of children*

and poverty, Vol. 13, No. 1, pp.21-36.

Fallon, K., Woods, K., & Rooney, S. (2010) 'A discussion of the developing role of educational psychologists within Children's Services', *Educational Psychology in Practice*, Vol. 26, No. 1, pp.1-23.

Ferguson, L., and Webber, N. (2015) *School Exclusion and the Law: A Literature Review and Scoping Survey of Practice*, University of Oxford. Available from: <https://weblearn.ox.ac.uk/access/content/user/4508/Ferguson%20and%20Webber%20-%20Main%20Report%20-%20Final%20Version%20-%20Digital.pdf> [Accessed on 26.8.2018].

Flay, B., Biglan, A., Boruch, R., Castro, F., Gottfredson, K., Kellam, S., Moscicki, E., Schinke, S., Valentine, J., and Ji, P. (2005) 'Standards of Evidence: Criteria for Efficacy, Effectiveness and Dissemination', *Prevention science : the official journal of the Society for Prevention Research*, Vol. 6, pp151-75.

Frankham, J. and Edwards-Kerr, D. (2009) 'Long Story...beyond "Technologies" of Knowing in Case Study Work with Permanently Excluded Young People', *International Journal of Inclusive Education*, Vol. 13, No. 4, pp.409-422.

Frederickson, N. and Cline, T., (2009) *Special Educational Needs, Inclusion and Diversity*. Maidenhead: Open University Press (2nd Edition).

Gazeley, L. (2010) 'The Role of School Exclusion Processes in the Re-Production of Social and Educational Disadvantage', *British Journal of Educational Studies*, Vol. 58, No. 3, pp.293-309.

Gazeley, L. (2012) 'The Impact of Social Class on Parent-Professional Interaction in School Exclusion Processes: Deficit or Disadvantage?', *International Journal of Inclusive Education*, Vol. 16, No. 3, pp.297-311.

Gazeley, L. and Dunne, M. (2013) 'Initial Teacher Education programmes: providing a space to address the disproportionate exclusion of Black pupils from schools in England?', *Journal of Education for Teaching*, Vol. 39, No. 5, pp.492-508.

Gazeley, L., Marrable, T., Brown, C. and Boddy, J. (2015) 'Contextualising Inequalities in Rates of School Exclusion in English Schools: Beneath the 'Tip of the Ice-Berg'', *British Journal of Educational Studies*, Vol. 63, No. 4, pp.487-504.

Gibbs, S. and Powell, B. (2012) 'Teacher efficacy and pupil behaviour: The structure of teachers' individual and collective beliefs and their relationship with numbers of pupils excluded from school', *British Journal of Educational Psychology*, Vol. 82, No. 4, pp.564-584.

Gill K (2017) *Making The Difference: Breaking the link between school exclusion and social exclusion*, Institute for Public Policy Research (IPPR). Available from: <http://www.ippr.org/publications/making-the-difference> [Accessed on 26.8.2018].

Gilmore, G. (2012) 'What's so Inclusive about an Inclusion Room? Staff Perspectives on Student Participation, Diversity and Equality in an English Secondary School', *British Journal of Special Education*, Vol. 39, No. 1, pp.39-48.

Gilmore, G. (2013) "'What's a Fixed-Term Exclusion, Miss?' Students' Perspectives on a Disciplinary

- Inclusion Room in England', *British Journal of Special Education*, Vol. 40, No.3, pp.106-113.
- Glaser, B.G. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Mill Valley, CA: Sociology Press.
- Goodman, R. (1997) 'The Strengths and Difficulties Questionnaire: A Research Note', *Journal of Child Psychology and Psychiatry*, Vol. 38, No. 5, pp.581-586.
- Gubrium, J.F. and Holstein, J.A. (1998) 'Narrative Practice and the Coherence of Personal Stories', *Sociological Quarterly*, Vol. 39, No. 1, pp.163-187.
- Guest, G., MacQueen, K.M., and Namey, E.E. (2012) *Applied thematic analysis*, Thousand Oaks, CA: Sage.
- Guillemin M. and Gillam L, (2004) 'Ethics, reflexivity and 'ethically important moments' in research', *Qualitative Inquiry*, Vol. 10, No. 2, pp.261-280.
- Hallam, S., Rogers, L., Rhamie, J., Shaw, J., Rees, E., Haskins, H., Blackmore, J. and Hallam, J. (2007) 'Pupils' Perceptions of an Alternative Curriculum: Skill Force', *Research Papers in Education*, Vol. 22, No. 1, pp.43-63.
- Harris, B., Vincent, K., Thomson, P. and Toalster, R. (2006) 'Does Every Child Know They Matter? Pupils' Views of One Alternative to Exclusion', *Pastoral Care in Education*, Vol. 24, No. 2, pp.28-38.
- Hayden, C. (1994) 'Primary Age Children Excluded from School: A Multi Agency Focus for Concern', *Children & Society*, Vol. 8, No. 3, pp.257-273.
- Hayden, C. (1998) 'Children Excluded from Primary School. Debates, Evidence, Responses', *British Journal of Educational Psychology*, Vol. 68, No. 4, pp.616-617.
- Hayden, C. and Ward, D. (1996) 'Faces Behind the Figures: Interviews with Children Excluded from Primary School', *Children & Society*, Vol. 10, No. 4, pp.255-266.
- Haynes, J., Tikly, L. and Caballero, C. (2006) 'The Barriers to Achievement for White/Black Caribbean Pupils in English Schools', *British Journal of Sociology of Education*, Vol. 27, No. 5, pp.569-583.
- Health and Care Professions Council (HCPC) (2015) *Standards of Proficiency HCPC*. Available from: http://www.hcpc-uk.org/assets/documents/10002963SOP_Practitioner_psychologists.pdf [Accessed on 28.8.2018].
- Hignett, A., White, M.P., Pahl, S., Jenkin, R. and Froy, M.L. (2018) 'Evaluation of a surfing programme designed to increase personal well-being and connectedness to the natural environment among 'at risk' young people', *Journal of Adventure Education and Outdoor Learning*, Vol. 18, No.1, pp.53-69.
- HM Courts and Tribunals Service (2018) *UKUT 269 (AAC): C & C v The Governing Body of a School, The Secretary of State for Education (First Interested Party) and The National Autistic Society (Second Interested Party) (SEN)*, London: HS/3177/2017
- Hodge, N. and Wolstenholme, C. (2016) "'I Didn't Stand a Chance': How Parents Experience the Exclusions Appeal Tribunal", *International Journal of Inclusive Education*, Vol. 20, No. 12, pp.1297-1309.

House of Commons (HC) (2018) *Forgotten children: alternative provision and the scandal of ever increasing exclusions, fifth report of session 2017-2019*, London: HC, (HC 342).

Hsieh, H.-F. and Shannon, S.E. (2005) 'Three Approaches to Qualitative Content Analysis', *Qualitative Health Research*, Vol. 15, No. 9, pp.1277-1288.

Hughes, N.K. and Schlösser, A. (2014) 'The effectiveness of nurture groups: a systematic review', *Emotional and Behavioural Difficulties*, Vol. 19, No. 4, pp.386-409.

Humphrey, N. and Brooks, G.A. (2006) 'An Evaluation of a Short Cognitive-Behavioural Anger Management Intervention for Pupils at Risk of Exclusion', *Emotional & Behavioural Difficulties*, Vol. 11, No. 1, pp.5-23.

Israel, M. (2015) *Research Ethics and Integrity for Social Scientists: Beyond Regulatory Compliance*, London: Sage (2nd Edition).

Jaeger, M. E. and Rosnow, R. L. (1988), 'Contextualism and its implications for psychological inquiry', *British Journal of Psychology*, Vol. 79, No. 1, pp.63-75.

Jenkins, A. and Ueno, A. (2017) 'Classroom disciplinary climate in secondary schools in England: What is the real picture?', *British Educational Research Journal*, Vol. 43, No. 1, pp.124-150.

Jones, J. and Smith, C. (2004) 'Reducing exclusions whilst developing effective intervention and inclusion for pupils with behaviour difficulties', *Emotional and Behavioural Difficulties*, Vol. 9, No. 2, pp.115-129.

Jull, S.K. (2006) 'Auto-Graph: considering the utility of student behaviour self-monitoring for inclusive schools', *Journal of Research in Special Educational Needs*, Vol. 6, No. 1, pp.17-30.

Kennedy, H., Landor, M. & Todd, L. (2010) 'Video Interaction Guidance as a method to promote secure attachment' *Educational and Child Psychology*, Vol. 27, No. 3, pp.59-72.

Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour, burnout and job satisfaction in UK teachers: The role of workplace social support. *Educational Psychology*, Vol. 31, No. 7, pp.843-856.

Kyriacou, C. (2001) 'Teacher Stress: Directions for future research', *Educational Review*, Vol. 53, No. 1, pp.27-35.

Lawrence, B. and Hadyen, C. (1997) 'Primary School Exclusions', *Educational Research and Evaluation (An International Journal on Theory and Practice)*, Vol. 3, No. 1, pp.54-78.

Leach, T. and Lewis, E. (2013) Children's experiences during circle-time: a call for research-informed debate, *Pastoral Care in Education*, Vol. 31, No. 1, pp.43-52.

Levinson, M. (2016) "'I Don't Need Pink Hair Here': Should We Be Seeking to 'Reintegrate' Youngsters without Challenging Mainstream School Cultures?", *International Journal on School Disaffection*, Vol. 12, No. 1, pp.23-43.

Liabo, K., Gray, K. and Mulcahy, D. (2013) 'A systematic review of interventions to support looked-after children in school', *Child & Family Social Work*, Vol. 18, No. 3, pp.341-353.

Lovering, K., Frampton, I., Crowe, B., Moseley, A. and Broadhead, M. (2006) 'Community-based early intervention for children with behavioural, emotional and social problems: evaluation of the Speciallywags Scheme', *Emotional and Behavioural Difficulties*, Vol. 11, No.2, pp.83-104.

Lown, J. (2005) 'Including the excluded: Participant perceptions', *Educational and Child Psychology*, Vol. 22, No. 3, pp.45-57.

Macbeath, J., Galton, M., Steward, S., Macbeath, A. and Page, C. (2006) *The Costs of Inclusion: A study of inclusion policy and practice in English primary, secondary and special schools, commissioned and funded by the NUT*, Cambridge: Cambridge University Press.

MacKay, T. and Boyle, J.M. (1994) 'Meeting the needs of pupils with learning difficulties: what do primary and secondary schools expect of the educational psychologists?' *Educational Research*, Vol. 36, No. 2, pp.187-196.

Macleod, G., Pirrie, A., McCluskey, G. and Cullen, M.A. (2013) 'Parents of excluded pupils: Customers, partners, problems?', *Educational Review*, Vol. 65, No. 4, pp.387-401.

Maxwell, T. (2013) 'A Reflection on the Work of an Educational Psychologist in Providing Supervision for a Team of Community Based Support Workers, Supporting Families with Vulnerable Adolescents at Risk of Exclusion from School', *Pastoral Care in Education*, Vol. 31, No. 1, pp.15-27.

McDonald, T. and Thomas, G. (2003) 'Parents' Reflections on Their Children Being Excluded', *Emotional and Behavioural Difficulties*, Vol. 8, No. 2, pp.108-19.

McGuinness, C. (1999) *From Thinking Skills to Thinking Classrooms: A review and evaluation of approaches for developing pupils' thinking*. London: DfES (Ref RB115).

Mearns, J. and Cain, J.E., (2003) Relationships between Teachers' Occupational Stress and Their Burnout and Distress: Roles of Coping and Negative Mood Regulation Expectancies, *Anxiety, Stress & Coping*, Vol. 16, No. 1, pp.71-82.

Menzies, L. and Baars, S. (2015) *The alternative should not be inferior. What now for 'pushed out' learners? The Inclusion Trust*, Available from: https://cdn.lkmco.org/wp-content/uploads/2015/02/Inclusion-Trust_What-Now-For-Pushed-Out-Learners-final.pdf [Accessed on 26.8.2018].

Messeter, T. and Soni, A. (2018) 'A systematic literature review of the 'managed move' process as an alternative to exclusion in UK schools', *Emotional & Behavioural Difficulties*, Vol. 23, No. 2, pp.169-185.

Milbourne, L. (2005) 'Children, families and inter-agency work: experiences of partnership work in primary education settings', *British Educational Research Journal*, Vol. 31, No.6, pp.675-695.

Ministry of Justice [MoJ], (2012) *Prisoners' childhood and family backgrounds; results from the surveying prisoner crime reduction (SPCR) longitudinal cohort study of prisoners*, London: Ministry of Justice.

Morgan, J., Leeson, C., and Dillon, R.C. (2013) 'How can schools support children with a parent in prison?', *Pastoral Care in Education*, Vol. 31, No.3, pp.199-120.

Moriarty, J. (2011) *Qualitative Research Methods Overview*, London: National Institute for Health Research, School for Social Care Research.

Nind, M., Boorman, G. and Clarke, G. (2012) 'Creating spaces to belong: listening to the voice of girls with behavioural, emotional and social difficulties through digital visual and narrative methods', *International Journal of Inclusive Education*, Vol. 16, No. 7, pp.643-656.

Obsuth, I., Cope, A., Sutherland, A., Pilbeam, L., Murray, A.L. and Eisner, M. (2016) 'London Education and Inclusion Project (LEIP): Exploring negative and null effects of a cluster-randomised school-intervention to reduce school exclusion-Findings from protocol-based subgroup analyses', *PLoS ONE*, Vol. 11, No. 4, pp.1-24, (e0152423).

Office for Disability Issues (2011) *Equality Act 2010 Guidance Guidance on matters to be taken into account in determining questions relating to the definition of disability* Office for Disability Issues. Available from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf [Accessed 28.8.2018].

Office for National Statistics (2018) *NOMIS report for Local Authority*. Available from:
<https://www.nomisweb.co.uk/reports/lmp/la/contents.aspx> [Accessed 28.8.2018].

Office for Standards in Education (Ofsted) (2005) *Managing challenging behaviour*. London: Ofsted, (HMI 2363).

Office for Standards in Education (Ofsted) (2009) *The exclusion from school of children aged four to seven*. London: Ofsted, (HMI 090012).

Office for Standards in Education (Ofsted) (2011) *Supporting Children with Challenging Behaviour*. London: Ofsted, (HMI 100230).

Office for Standards in Education (Ofsted) (2014) *Overcoming barriers: ensuring that Roma children are fully engaged and achieving in education*. London: Ofsted, (HMI 140195).

Office for Standards in Education, Children's Services and Skills (Ofsted) (2012) *The Framework for School Inspection*. London: Ofsted, (HMI 120100).

Office for Standards in Education, Children's Services and Skills (Ofsted) (2018) *School Inspection Handbook*. London: Ofsted, (HMI 150066).

Office of the Children's Commissioner (OCC) (2012) *They never give up on you: School Exclusions Inquiry OCC*. Available from: <https://www.childrenscommissioner.gov.uk/publication/they-never-give-up-on-you/> [Accessed 28.8.2018].

Office of the Children's Commissioner (OCC) (2013a) *They go the extra mile: reducing inequality in school exclusions OCC*. Available from: https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/They_Go_The_Extra_Mile-.pdf [Accessed on 28.8.2018].

Office of the Children's Commissioner (OCC) (2013b) *Always someone else's problem: Office of the Children's Commissioner Report on Illegal Exclusions OCC*. Available from:
<https://www.childrenscommissioner.gov.uk/wp->

content/uploads/2017/07/Always_Someone_Elses_Problem.pdf [Accessed 28.8.2018].

Ogg, T. and Kaill, E., (2010) *A New Secret Garden? Alternative Provision, Exclusion and Children's Rights*. London: Civitas.

Orchard, L. (2007) 'Evaluating parenting classes held at a secondary school', *Research in Post-Compulsory Education*, Vol. 12, No. 1, pp.91-105.

Osler, A. and Starkey, H. (2005) 'Violence in schools and representations of young people: a critique of government policies in France and England', *Oxford Review of Education*, Vol. 31, No. 2, pp.195-215.

Paget, A. and Emond, A. (2016) 'The Role of Community Paediatrics in Supporting Schools to Avoid Exclusions That Have a Basis in Health', *Emotional & Behavioural Difficulties*, Vol. 21, No. 1, pp.8-21.

Paget, A., Parker, C., Heron, J., Logan, S., Henley, W., Emond, A. and Ford, T. (2018) 'Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC)', *Child: Care, Health & Development*, Vol. 44, No. 2, pp.285-296.

Panayiotopoulos, C. and Kerfoot, M. (2007) 'Early Intervention and Prevention for Children Excluded from Primary Schools', *International Journal of Inclusive Education*, Vol. 11, No. 1, pp.59-80.

Parker, C., Paget, A., Ford, T. and Gwernan-Jones, R. (2016) '"...he was excluded for the kind of behaviour that we thought he needed support with..." A Qualitative Analysis of the Experiences and Perspectives of Parents Whose Children Have Been Excluded from School', *Emotional & Behavioural Difficulties*, Vol. 21, No. 1, pp.133-151.

Parsons, C. (2008) 'Race Relations Legislation, Ethnicity and Disproportionality in School Exclusions in England', *Cambridge Journal of Education*, Vol. 38, No. 3, pp.401-419.

Parsons, C. (2009) 'Explaining sustained inequalities in ethnic minority school exclusions in England - passive racism in a neoliberal grip', *Oxford Review of Education*, Vol. 35, No. 2, pp.249-265.

Parsons, C. (2010) 'Achieving zero permanent exclusions from school, social justice and economy', *Forum*, Vol.52, No. 3, pp.395-404. Available via Researchgate at: https://www.researchgate.net/profile/Carl_Parsons2/publication/264856093_Achieving_Zero_Permanent_Exclusions_from_School_Social_Justice_and_Economy/links/56ab3a1008ae8f3865682747.pdf [Accessed on 28.8.2018]

Pennacchia, J. and Thomson, P. (2016) 'Complementing the mainstream: an exploration of partnership work between complementary alternative provisions and mainstream schools', *Pastoral Care in Education*, Vol. 34, No. 2, pp.67-78.

Perry, J., Lundie, D. & Golder, G. (2018) 'Metacognition in schools: what does the literature suggest about the effectiveness of teaching metacognition in schools?', *Educational Review*, DOI: 10.1080/00131911.2018.1441127

- Preece, D. and Timmins, P. (2004) 'Consulting with Students: Evaluating a Mainstream Inclusion Centre', *Support for Learning*, Vol. 19, No. 1, pp.24-30.
- Price, A. (2015) 'Improving school attendance: can participation in outdoor learning influence attendance for young people with social, emotional and behavioural difficulties?', *Journal of Adventure Education and Outdoor Learning*, Vol. 15, No. 2, pp.110-122.
- Rapley, M. (2004) *The social construction of intellectual disability*. Cambridge: Cambridge University Press.
- Rogers, L., Hallam, S., Shaw, J. and Rhamie, J. (2009) 'The integration of an alternative curriculum: Skill Force', *British Journal of Special Education*, Vol. 36, No. 3, pp.131-139.
- Roller, R. and Lavrakas, P.J., (2015) *Applied Qualitative Research Design: A Total Quality Framework Approach*. New York: Guilford Press.
- Rollock, N. (2007) 'Legitimizing Black academic failure: deconstructing staff discourses on academic success, appearance and behaviour', *International Studies in Sociology of Education*, Vol. 17, No. 3, pp.275-287.
- Rose, J., Stanforth, A., Gilmore, G. and Bevan-Brown, J. (2018) '"You have to do something beyond containing": Developing inclusive systems in a partnership of primary schools', *Emotional & Behavioural Difficulties*, Vol. 23, No. 3, pp.270-283.
- Rustique-Forrester, E. (2005) 'Accountability and the Pressures to Exclude: A Cautionary Tale from England', *Education Policy Analysis Archives*, Vol. 13, No. 26, pp.1-41.
- Rustique-Forrester, E. (2003) *Toward a Contextual Theory of School Exclusion: A Multi-Layered View of the Interaction Between National Policies and Local School Practices*. Thesis (PhD). University of London, Institute of Education, London.
- Rutter, M. (1967) 'A children's behaviour questionnaire for completion by teachers: preliminary findings', *Journal of Child Psychology and Psychiatry*, Vol. 8, pp.1-11.
- Scottish Executive Education Department (SEED), (2002) *Review of provision of educational psychology services in Scotland*. Edinburgh: SEED.
- Sheffield, E.L. and Morgan, G. (2017) 'The Perceptions and Experiences of Young People with a BESD/SEMH Classification', *Educational Psychology in Practice*, Vol. 33, No. 1, pp.50-64.
- Silverman, D. (2013) *Doing Qualitative Research* London: Sage (4th Edition).
- Smith, A.P. (2009) 'New Zealand Families' Experience of Having a Teenager Excluded from School', *Pastoral Care in Education*, Vol. 27, No. 2, pp.89-100.
- Springer, S., Birch, K. and MacLeavy, J. (2016) 'An Introduction to Neoliberalism', in S. Springer, L. Birch and J. MacLeavy (Eds.) *The Handbook of Neoliberalism*, New York: Routledge.
- Symes, W. and Humphrey, N. (2012) 'Including pupils with autistic spectrum disorders in the classroom: the role of teaching assistants', *European Journal of Special Needs Education*, Vol. 27, No.

4, pp.517-532.

Thomson, P. and Pennacchia, J. (2016) 'Hugs and Behaviour Points: Alternative Education and the Regulation of "Excluded" Youth', *International Journal of Inclusive Education*, Vol. 20, No. 6, pp.622-640.

Tomlinson, S. (2016) 'Special education and minority ethnic young people in England: continuing issues', *Discourse: Studies in the Cultural Politics of Education*, Vol. 37, No. 4, pp.513-528.

Trotman, D., Tucker, S. and Martyn, M. (2015) 'Understanding Problematic Pupil Behaviour: Perceptions of Pupils and Behaviour Coordinators on Secondary School Exclusion in an English City', *Educational Research*, Vol. 57, No. 3, pp.237-253.

United Nations (1989) *United Nations Convention on the Rights of the Child*, Geneva: UN.

Wagner, P. (2000). Consultation: developing a comprehensive approach to service delivery. *Educational Psychology in Practice*, Vol. 16, No. 1, pp.9-18.

Wagner, P. (2001). 'Consultation: A Solution-Focused Approach' in Ajmal, Y. & Rees, I. (Eds) *Solutions in Schools. Creative Applications of Solution Focused Brief Thinking with Young People and Adults*. London: Brief Therapy Press.

Warnock, M. (1978) *Special educational needs: report of the Committee of Enquiry into the Education of Handicapped Children and Young People*. London: H.M.S.O.

Wagner, P. (1995). *School consultation: Frameworks for the practising EP*. London: Kensington and Chelsea Educational Psychology Service.

Warnock, M. (2005) *Special Educational Needs: A new look*, London: Philosophy of Education Society of Great Britain.

Waters, T. (2014) 'Story Links: Working with Parents of Pupils at Risk of Exclusion', *Support for Learning*, Vol. 29, No.4, pp.298-318.

Watling, R. and Rob, W. (2004) 'Helping them out: the role of teachers and healthcare professionals in the exclusion of pupils with special educational needs', *Emotional and Behavioural Difficulties*, Vol.9, No. 1, pp.8-27.

Wyness, M. and Lang, P. (2016) 'The Social and Emotional Dimensions of Schooling: A Case Study in Challenging the "Barriers to Learning"', *British Educational Research Journal*, Vol. 42, No. 6, pp.1041-1055.

Yin, R. K. (2014) *Case study research: Design and methods*, Thousand Oaks: Sage Publication (5th Edition).

Appendices

Appendix 1 Statistics related to exclusion from school

Table 1: National statistics permanent exclusion and fixed period exclusion in primary schools (DfE, 2018a)

	Number of permanent exclusions	Permanent exclusion rate*	Number of fixed period exclusions	Fixed period exclusion rate*	Number of pupil enrolments with one or more fixed period exclusion	One or more fixed period exclusion rate*
2016/2017	1,255	0.03	64,340	1.37	28,940	0.62
2015/2016	1,145	0.02	55,740	1.12	25,765	0.56
2014/2015	915	0.02	49,655	1.10	23,630	0.52
2013/2014	870	0.02	45,005	1.02	21,650	0.49
2012/2013	665	0.02	37,865	0.88	19,385	0.45
2011/2012	690	0.02	37,790	0.90	19,630	0.47

* The exclusion rate is calculated as a percentage of the total number of sole and dual main registered pupils on roll on the January census day (DfE, 2017a, p9)

Table 2: Regional statistics for permanent exclusion and fixed period exclusion in primary schools in the South West of England (DfE, 2018a)

	Number of permanent exclusions	Permanent exclusion rate*	Number of fixed period exclusions	Fixed period exclusion rate*	Number of pupil enrolments with one or more fixed period exclusion	One or more fixed period exclusion rate*
2016/2017	150	0.04	7,020	1.69	2,940	0.71
2015/2016	125	0.03	5,985	1.47	2,615	0.64
2014/2015	90	0.02	5,120	1.29	2,270	0.57
2013/2014	90	0.02	4,900	1.26	2,220	0.57
2012/2013	70	0.02	4,160	1.09	n/a	n/a
2011/2012	60	0.01	4,030	1.08	n/a	n/a

* The exclusion rate is calculated as a percentage of the total number of sole and dual main registered pupils on roll on the January census day (DfE, 2017a, p9)

Table 3: Statistics for permanent and fixed period exclusion in primary schools (DfE, 2018a) for the local authority** where the study is based

	Number of permanent exclusions	Permanent exclusion rate*	Number of fixed period exclusions	Fixed period exclusion rate*	Number of pupil enrolments with one or more fixed period exclusion	One or more fixed period exclusion rate*
2016/2017	24	0.05	654	1.39	296	0.63
2015/2016	31	0.07	618	1.35	249	0.54
2014/2015	21	0.05	490	1.10	226	0.51
2013/2014	18	0.04	485	1.11	227	0.52
2012/2013	12	0.03	489	1.15	n/a	n/a
2011/2012	16	0.04	537	1.28	n/a	n/a

**the name of the local authority has been anonymised for the of the study

* The exclusion rate is calculated as a percentage of the total number of sole and dual main registered pupils on roll on the January census day (DfE, 2017, p9)

Appendix 2 Summary of the reasons for exclusion

Descriptions of published exclusion reasons (DfE, 2017a, p17-18)

Exclusion Reason	Description
Bullying	<ul style="list-style-type: none"> • Verbal • Physical • Homophobic bullying • Cyber bullying
Damage (includes damage to school or personal property belonging to any member of the school community)	<ul style="list-style-type: none"> • Arson • Graffiti • Vandalism
Drug and alcohol related	<ul style="list-style-type: none"> • Alcohol abuse • Drug dealing • Inappropriate use of prescribed drugs • Possession of illegal drugs • Smoking • Substance abuse
Persistent disruptive behaviour	<ul style="list-style-type: none"> • Challenging behaviour • Disobedience • Persistent violation of school rules
Physical assault against adult	<ul style="list-style-type: none"> • Obstruction and jostling • Violent behaviour • Wounding
Physical assault against pupil	<ul style="list-style-type: none"> • Fighting • Obstruction and jostling • Violent behaviour • Wounding
Racist abuse	<ul style="list-style-type: none"> • Derogatory racist statements • Racist bullying • Racist graffiti • Racist taunting and harassment • Swearing that can be attributed to racist characteristics
Sexual misconduct	<ul style="list-style-type: none"> • Lewd behaviour • Sexual abuse • Sexual assault • Sexual bullying • Sexual graffiti • Sexual harassment
Theft	<ul style="list-style-type: none"> • Selling and dealing in stolen property • Stealing from local shops on a school

	outing <ul style="list-style-type: none"> • Stealing personal property (adult or pupil) • Stealing school property
Verbal abuse / threatening behaviour against adult	<ul style="list-style-type: none"> • Aggressive behaviour • Carrying an offensive weapon • Homophobic abuse and harassment • Swearing • Threatened violence • Verbal intimidation
Verbal abuse / threatening behaviour against pupil	<ul style="list-style-type: none"> • Aggressive behaviour • Carrying an offensive weapon • Homophobic abuse and harassment • Swearing • Threatened violence • Verbal intimidation

Appendix 3 Statistics for the reasons for permanent exclusion 2016/17

Table 1: Reasons for permanent exclusions and FTE from primary school nationally during 2016/17 (DfE, 2018a)

	Number	Percentage of exclusions (1)	Rate (2)
Permanent exclusions			
Physical assault against a pupil	160	12.6	0.00
Physical assault against an adult	380	30.5	0.01
Verbal abuse/ threatening behaviour against a pupil	45	3.8	0.00
Verbal abuse/ threatening behaviour against an adult	105	8.3	0.00
Bullying	5	0.5	0.00
Racist abuse	5	0.3	0.00
Sexual misconduct	15	1.0	0.00
Drug and alcohol related	x	x	x
Damage	20	1.4	0.00
Theft	0	0.0	0.00
Persistent disruptive behaviour	440	35.0	0.01
Other	80	6.5	0.00
Total	1,255	100.0	0.03
Fixed period exclusions			
Physical assault against a pupil	13,405	20.8	0.29
Physical assault against an adult	17,500	27.2	0.37
Verbal abuse/ threatening behaviour against a pupil	2,520	3.9	0.05
Verbal abuse/ threatening behaviour against an adult	6,220	9.7	0.13
Bullying	395	0.6	0.01
Racist abuse	470	0.7	0.01
Sexual misconduct	225	0.4	0.00
Drug and alcohol related	45	0.1	0.00
Damage	1,415	2.2	0.03
Theft	195	0.3	0.00
Persistent disruptive behaviour	17,755	27.6	0.38
Other	4,190	6.5	0.09
Total	64,340	100.0	1.37

(1) The number of exclusions by reason at primary school expressed as a percentage of the total number of permanent exclusions from primary school.

(2) Pupils can receive more than one fixed period exclusion for one or more reasons. Therefore care should be taken when reviewing these rates as duplicate pupils are included in numerator.

Table 2: Permanent exclusions by type of SEN 2016/17 for primary, secondary and special schools (DfE, 2018a)

Type of SEN with recorded primary need (1)	Number of pupils	Permanent exclusions	
		Number	Rate (2)
Specific learning difficulty	146,875	295	0.20
Moderate learning difficulty	259,715	465	0.18
Severe learning difficulty	32,340	15	0.05
Profound & multiple learning difficulty	10,980	5	0.04
Social, emotional and mental health	186,795	2,030	1.09
Speech, language and communications needs	234,075	200	0.08
Hearing impairment	21,165	25	0.11
Visual impairment	11,890	15	0.13
Multi- sensory impairment	2,720	x	x
Physical disability	33,685	15	0.04
Autistic spectrum disorder	108,405	125	0.12
Other difficulty/disability	54,340	130	0.24
Total SEN with recorded primary need (1)	1,102,980	3,325	0.30

- (1) Figures are presented for pupils with a Statement of SEN, Education, Health and Care plan or SEN support and recorded primary need. This excludes those with SEN support who are yet to be assessed for a type of need and those with school action provision. SEN status is as recorded at the time of exclusion. For enrolments the SEN status at the time of the most recent exclusion is used.
- (2) The number of exclusions (or the number of pupil enrolments receiving one or more fixed period exclusion) expressed as a percentage of the number of pupils (including sole or dual main registrations and boarding pupils) with the same SEN type at January 2016.

Table 3: Fixed term exclusions by type of SEN 2016/17 for primary, secondary and special schools (DfE, 2018a)

Type of SEN with recorded primary need (1)	Fixed period exclusions		Pupil enrolments with one or more fixed period exclusion	
	Number	Rate (2)	Number	Rate (2)
Specific learning difficulty	15,070	10.26	7,055	4.80
Moderate learning difficulty	27,210	10.48	11,695	4.50
Severe learning difficulty	825	2.54	375	1.17
Profound & multiple learning difficulty	105	0.97	50	0.45
Social, emotional and mental health	86,560	46.34	32,605	17.46
Speech, language and communications needs	12,070	5.16	5,470	2.34
Hearing impairment	1,155	5.46	590	2.80
Visual impairment	635	5.33	305	2.56
Multi- sensory impairment	90	3.27	50	1.88
Physical disability	915	2.71	485	1.43
Autistic spectrum disorder	10,365	9.56	4,840	4.46
Other difficulty/disability	6,075	11.18	2,775	5.11
Total SEN with recorded primary need (1)	161,070	14.60	66,300	6.01

(1) Figures are presented for pupils with a Statement of SEN, Education, Health and Care plan or SEN support and recorded primary need. This excludes those with SEN support who are yet to be assessed for a type of need and those with school action provision. SEN status is as recorded at the time of exclusion. For enrolments the SEN status at the time of the most recent exclusion is used.

(3) The number of exclusions (or the number of pupil enrolments receiving one or more fixed period exclusion) expressed as a percentage of the number of pupils (including sole or dual main registrations and boarding pupils) with the same SEN type at January 2016.

Appendix 4 OCC recommendations and government response

A summary of how the government responded to the OCC recommendations (OCC, 2013a, 2013b) from *'The Children's Commissioner's reports, 'They Go The Extra Mile' and 'Always Someone Else's Problem': the government's response'* (DfE, 2013).

Recommendations from 'They Go the Extra Mile'	Government response (DfE, 2013)	Recommendation accepted / rejected
Recommendation 1 We share Ministers' conviction that a child's background should not limit our shared expectations of their achievement. We believe that this holds as true for behaviour as for academic attainment. We therefore recommend that all parts of the education system that disproportionately and adversely affect the most vulnerable children remain priorities for action. This includes the large differences in rates of exclusion (p4).	Reference to PP expenditure; overhauling SEND system; raising bar for ITT; Year 7 literacy and numeracy catch up; strengthening school powers and reinforcing accountability through Ofsted; Taylor review AP recommendations (p4).	Claim they are currently doing this.
Recommendation 2 We recommend that the exclusion rates from "converter" academies should be monitored carefully over time, and any differentials that become apparent should be addressed robustly (p5).	Currently monitored, reviewed by Ofsted (p5)	Claim they are currently doing this.
Recommendation 3 We consider that quality assurance of Alternative Provision is best done on a locality basis, by a body with the appropriate expertise. We recommend that localities be incentivized to establish such a body where they have not already done so. These bodies should be robust and impartial enough to safeguard schools, which are charged with the deployment and use of public money to discharge a statutory function, schooling to a standard that will bear scrutiny from Ofsted, the DfE and their communities including their governors (p.5).	Funding has been devolved to schools to ensure schools work together to quality assure provision (p5-6).	Rejected.
Recommendation 4 We reiterate our recommendation from "They Never Give Up on You" that the DfE should work together with the Government Equalities Office and the Equality and Human Rights Commission (EHRC) to produce statutory guidance for schools and other public educational bodies in interpreting the Public Sector Equality Duty	Refers to the Equality and Human Rights Commission advice and guidance (2014) since 'They never Give up on You'	Claims already doing this.

(PSED) with regard to exclusions (p6).	(p.6).	
Recommendation 5 We recommend that all school-based professionals should have a clear route of accountability to be able to draw problems to the attention of the relevant external body, without fear of reprisals, if they consider that a school is acting in a discriminatory manner (p6).	Refers to routes already (p.6-7).	Claims already doing this.
Recommendation 6 In “They Never Give Up on You”, we recommended that the statutory requirements for providers of initial teacher training (ITT) should include a requirement to prepare all newly qualified teachers (NQTs) to teach children with the full range of SEN they should expect to find in a mainstream state-funded school. Further, we recommended that all trainee teachers should be trained to understand the cultural and other differences commonly found in English society, and therefore in its schools. Finally, we recommended that all trainee teachers should also study child development and socio-psychological matters such as attachment theory (p.7).	Refers to new revised teaching standards from 2012; professional development investment in sector, including SENCos and increased EP training (7-8).	Claims already doing this.
Recommendation 7 We consider that materials prepared as part of the Lamb Review for teaching children with SEN still represent good practice in training teachers in how to teach children with particular special needs, and that they should be used more widely. We therefore recommend that the Teaching Agency slightly amend its website to make these materials easier to find (p.9). Recommendation 8 We also recommend that a review be undertaken of the existing Teacher Training Resource Bank (TTRB) archived materials, with those still relevant to best practice in diversity and inclusion given due prominence in the work of the Teaching Agency (p.9). Recommendation 9 Finally, we recommend that the Teaching Agency considers reinstating the TTRB or a similar mechanism to enable practitioners to share best practice with each other, and broker the more widespread dissemination of this best practice. This is not a question of government “telling” schools and others what to do. Rather, it is about government providing a shared space where good practice can be shared between practitioners (p.9).	The sector should identify and quality assure best practice. The Teacher Training Resource Bank has been replaced by the TTRB3 for practitioners to identify materials (p.9).	Rejects giving prominence to ‘diversity and inclusion’ best practice and rejects government leading dissemination.

Recommendation 11 We recommend that individual teachers are further incentivised to give a higher priority to inclusion in their professional development. Developments currently underway to change the way in which teachers progress through the profession, including the increased use of performance-related pay, should give a clear incentive to teachers to ensure that their professional skills are continually improved and updated, including with regard to managing diversity and encouraging inclusion (p.10).	Schools should make decisions related to how teachers are paid (p.10).	Rejects reference to inclusion in teachers' professional development.
Response to the recommendations of 'Always Someone Else's Problem' (OCC, 2013b)	Government response (DfE, 2013)	Recommendation accepted / rejected
Recommendation 1 We recommend that the DfE should work together with the Government Equalities Office and Equality and Human Rights Commission to produce statutory guidance for schools and other public educational bodies in interpreting the Public Sector Equality Duties with regard to exclusions (p.11).	See response to recommendation 4 of 'They Go the Extra Mile' (p.11).	Already doing
Recommendation 2 We recommend that governors be empowered to provide a more robust challenge to schools which exclude illegally. Repeatedly, witnesses to the Inquiry have stated that governing bodies are neither equipped nor willing to provide effective challenge to head teachers when it comes to exclusions, either formal or informal (p.11). Recommendation 3 We recommend that governing bodies be required to nominate a Member to have overall responsibility for behaviour and exclusions, in the same way that they do for LAC, SEN and other issues. This governor should have a specific remit to examine the school's policy and practice on behaviour management, including exclusions, and should receive mandatory training to support them on this. Governing bodies should have a responsibility to review the school's behaviour policy on an annual basis, as they do with numerous other school policies, and a responsibility to ensure that it complies with the law (p.11).	Individual governing bodies should identify the training they need to perform their functions. Changes to School Inspection Framework emphasises quality of school governance. New Government handbook, with importance of governors complying with legal responsibilities for administering the exclusion process and holding head teachers to account (p.11-12).	Partially accepted (re Ofsted and Handbook). Rejected recommendation on governor for behaviour and exclusions.
Recommendation 4 We recommend that all school-based	See response to recommendation	Already doing

professionals should have a clear route of accountability which enables them to draw problems to the attention of the relevant external body without fear of reprisals, if they consider that a school is illegally excluding pupils (p.12).	5 of 'They Go the Extra Mile' (p.12).	
Recommendation 5 We recommend that all schools should, as a matter of course, publish their behaviour policies prominently on their website. Where they do not already contain information on exclusions, they should be amended to do so. This information should include information on the rights of children and their parents, as set out elsewhere in this report. These rights should also be issued to all parents alongside home-school agreements (p.13).	Says most maintained schools already do this publish behaviour policies and that the government already funds (p.13).	Rejected Claims already doing this.
Recommendation 8 The gap regarding accountability for identifying and addressing illegal exclusions should be closed. We consider that the legal position is, in many ways, already clear, but that the responsible bodies do not give due regard to their duties in this area (p.13). Recommendation 9 For the sake of clarity, we consider that, for maintained schools, local authorities have responsibility for identifying and addressing illegal exclusions. For the increasing number of Academies (including free schools) this responsibility rests with the EFA. We recommend that, as part of its response to this report, the DfE makes a clear statement that it agrees with this assessment, and expects these statutory bodies to give due regard to this issue. This includes an expectation of improvements to the timely and thorough investigation of any complaints made regarding illegal exclusions, and the imposition of appropriate sanctions where schools are acting illegally (p.13).	Agrees and clarifies the processes already in place. Vague about the impact of Ofsted (p.14).	Partially agrees
Recommendation 10 We recommend that the following measures be considered so as to remove the potential incentive on schools to exclude illegally: Any illegal exclusions which are found to have taken place should immediately be reported to Ofsted. Ofsted should record this information as part of its monitoring data on schools.	The revised school inspection system and individuals' accountability to their employer provide a robust mechanism of accountability (p.15).	Rejects - claims already doing.

<p>Illegal exclusions identified by the EFA (in the case of Academies) or the local authority (in the case of maintained schools) should be reported to, and recorded by, the school's governing body. They should then form part of the evidence provided to the head teacher's annual performance review. This should also be dealt with as a disciplinary matter for the head teacher.</p> <p>Where a school is found to have falsified registers in order to hide an illegal exclusion, this is a criminal offence and should be dealt with accordingly. The head teacher should be referred to the National College for Teaching and Leadership for professional misconduct.</p> <p>Where a child has been identified to have been illegally excluded for a period of one month (either in a continuous period or as a result of repeated short-term illegal exclusions), the school should have a financial penalty imposed equal to the amount of funding it receives for that child annually (p.14-15).</p>		
---	--	--

What's going wrong in mainstream schools?

1. *The Timpson Exclusions Review should ensure that it looks at the trends in exclusion by school type, location and pupil demographics.* (Paragraph 18)
2. *The Timpson Exclusions Review should examine whether financial pressures and accountability measures in schools are preventing schools from providing early intervention support and contributing to the exclusion crisis.* (Paragraph 20)
3. The evidence we have seen suggests that the rise in so called 'zero-tolerance' behaviour policies is creating school environments where pupils are punished and ultimately excluded for incidents that could and should be managed within the mainstream school environment. (Paragraph 25)
4. *The Government should issue guidance to all schools reminding them of their responsibilities to children under treaty obligations and ensure that their behaviour policies are in line with these responsibilities.* (Paragraph 26)
5. *The Government and Ofsted should introduce an inclusion measure or criteria that sits within schools to incentivise schools to be more inclusive.* (Paragraph 27)
6. We do not think that Ofsted should take sole responsibility for tackling off-rolling. Off-rolling is in part driven by school policies created by the Department for Education. The Department cannot wash its hands of the issue, just as schools cannot wash their hands of their pupils. (Paragraph 34)
7. An unfortunate and unintended consequence of the Government's strong focus on school standards has led to school environments and practices that have resulted in disadvantaged children being disproportionately excluded, which includes a curriculum with a lack of focus on developing pupils' social and economic capital. There appears to be a lack of moral accountability on the part of many schools and no incentive to, or deterrent to not, retain pupils who could be classed as difficult or challenging. (Paragraph 36)
8. *We recommend that the Government should change the weighting of Progress 8 and other accountability measures to take account of every pupil who had spent time at a school, in proportion to the amount of time they spent there. This should be done alongside reform of Progress 8 measures to take account of outliers and to incentivise inclusivity.* (Paragraph 37)

The process of exclusion and referral

9. The exclusions process is weighted in favour of schools and often leaves parents and pupils navigating an adversarial system that should be supporting them. (Paragraph 44)

10. *Legislation should be amended at the next opportunity so that where Independent Review Panels find in favour of the pupils, IRPs can direct a school to reinstate a pupil. (Paragraph 45)*
11. *Where responsibility sits for excluded children in a local area has become very ambiguous. The Timpson Exclusions Review needs to clarify whose responsibility it is to ensure that excluded or off-rolled pupils are being properly educated. This could be the local authority or it could be local school partnerships, but at the moment too many pupils are falling through the net. (Paragraph 46)*
12. *When a pupil is excluded from school for more than five non-consecutive days in a school year, the pupil and their parents or carers should be given access to an independent advocate. This should happen both where pupils are internally or externally excluded from school, or where the LA is arranging education due to illness. (Paragraph 47)*
13. *The Government should encourage the creation of more specialist alternative providers that are able to meet the diverse needs of pupils with medical needs, including mental health needs. (Paragraph 53)*
14. *There is an inexplicable lack of central accountability and direction. No one appears to be aware of all the provision that is available, which impacts on both schools, local authorities and parents. Unless all providers are required to notify the local authority of their presence, not all schools or LAs will be able to make informed decisions about placements. Without someone to take responsibility for co-ordinating and publishing information about the local provision that is available, parents and pupils will remain unable to fully participate in discussions about alternative provisions referrals. (Paragraph 56)*
15. *All organisations offering alternative provision should be required to inform the local authority in which they are based of their provision. The local authority should then make the list of alternative providers operating in their local authority available to schools and parents on their website. (Paragraph 57)*
16. *Pupil Referral Units, and other forms of alternative provision, should be renamed to remove the stigma and stop parents being reluctant to send their pupils there. We suggest that the Government seeks the advice of pupils who currently attend alternative provision when developing this new terminology. Many have described AP as specialist provision, offering children a more tailored, more personal education that is more suited to their needs. (Paragraph 58)*
17. *Local authorities have statutory responsibilities to provide suitable education for pupils and yet can have little oversight or scrutiny over decisions about exclusions and placement decisions. This may be due to inadequate resourcing, which needs to be addressed. We are also concerned by the lack of transparency about exclusion rates that are available to parents about schools. (Paragraph 62)*
18. *We recommend that LAs are given appropriate powers to ensure that any child receive the education they need, regardless of school type. (Paragraph 63)*

19. *Schools should publish their permanent and fixed term exclusion rates by year group every term, including providing information about pupils with SEND and looked-after children. Schools should also publish data on the number of pupils who have left the school. (Paragraph 64)*
20. Schools do not always have the capacity and specialist knowledge to have full responsibility for the commissioning of long-term placements for pupils who will often have complex needs. If, as we discussed in paragraph 52, local authorities are unaware of provision in their area, they too do not always have enough knowledge to make appropriate commissioning decisions. A fragmented approach to commissioning responsibilities and a lack of oversight and scrutiny around decisions means that pupils are being left vulnerable to inappropriate placement decisions. (Paragraph 66)
21. The best Fair Access Protocols work well because they are local and understand the needs of their communities. However, this is not always the case, and it is not right that some schools can opt out of receiving pupils back to mainstream schools or following the Fair Access Protocol. (Paragraph 71)
22. *Government should issue clearer guidance on Fair Access Protocols to ensure that schools understand and adhere to their responsibilities and encourage reintegration where appropriate. No school should be able to opt-out and if necessary either the local authority or the DfE should have the power to direct a school to adhere to their local Fair Access Protocol. (Paragraph 72)*
23. There should be greater oversight of exclusions and the commissioning of alternative provision for all pupils by the local authority. These children need a champion, and schools need both challenge and support. (Paragraph 76)
24. *There should be a senior person in each local authority who is responsible for protecting the interests and promoting the educational achievement of pupils in alternative provision, which is adequately resourced. This role and post-holder should be different from that of the Virtual School Head for Looked-After Children. (Paragraph 77)*

What does good alternative provision look like?

25. *Government should collect best practice and provide dedicated resources and guidance to schools to improve behaviour and reduce exclusion and develop appropriately resourced Learning Support Units. This guidance should include that all LSUs are staffed by at least one qualified teacher. The Government should also investigate the practice of placing students in isolation units. (Paragraph 87)*
26. *Ofsted should carry out thematic inspections of in-school alternative provision. (Paragraph 88)*
27. *All trainee teachers, in order to achieve Qualified Teacher Status, should be required to undertake a placement outside of mainstream education, for example in a special school or in alternative provision. (Paragraph 96)*
28. We do not consider that there are sufficient checks on unregistered providers. If pupils are placed in unregistered provision, without sufficient oversight, their education and safety is put at risk. We are not convinced that the quality and consistency of oversight is enough not to require there to be registration and regulation across the sector. (Paragraph 109)
29. No pupil should be educated in unregistered provision for more than two days a week. The Government, Ofsted and independent school inspectorates should consider how this may affect different forms of alternative provision so that where providers want to accept pupils for more than two days a week, they are able to register and be subject to a suitable inspection and

regulation regime. Schools that commission any alternative provision should be responsible for the quality of that provision. (Paragraph 110)

30. Mainstream schools should be more proactive in their engagement with alternative provision. All mainstream schools should be 'buddied' with an alternative provision school to share expertise and offer alternative provision teachers and pupils opportunities to access teaching and learning opportunities. (Paragraph 113)

Successful outcomes and destinations

31. *This framework should take into account the fragmented educational journey that these pupils will have had, and enable schools to demonstrate all the achievements of their pupils. We urge the Government to ensure that it uses the very broadest of measures, including softer skills that pupils have developed as well as harder outcomes like apprenticeship take up.* (Paragraph 119)
32. It is extraordinary that the increase in the participation age was not accompanied by statutory duties to provide post-16 alternative provision. Pupils neither stop being ill at 16, nor do they stop being in need of additional support that would enable them to access education. These pupils are being denied access to post-16 education because the system is not designed or funded to accommodate their additional needs. There is a clear will in the sector to provide post-16 education to pupils in alternative provision, and a clear need on the part of pupils. (Paragraph 123)
33. *Given the increase in participation age to 18, the Government must allocate resources to ensure that local authorities and providers can provide post-16 support to pupils, either in the form of outreach and support to colleges or by providing their own post-16 alternative provision.* (Paragraph 124)

Appendix 6 SEND Code of Practice definitions of SEN

- xiii) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xiv) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- xv) For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- xvi) A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- xvii) Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

DfE, SEND Code of Practice 2015, p14-15

Appendix 7 Standards related to psychologists and EP training

HCPC Standards of Proficiency: Practitioner Psychologists (2017)

13.34 understand psychological models of the factors that lead to underachievement, disaffection and social exclusion amongst vulnerable groups (p16)

Standards for the accreditation of Doctoral programmes in educational psychology in England, Northern Ireland & Wales October 2017

States that by the end of the programme trainees will:

“develop and apply effective interventions to promote psychological wellbeing, to raise educational standards and social, emotional and behavioural development generally, and specifically for gender, minority and low socioeconomic status groups, tackling the underachievement of vulnerable groups, promoting inclusion and reducing social exclusion, supporting policy development and managing organisational change” (p14)

Appendix 8 Literature review 1: Tabulation of search terms and databases

Database	Search terms	Results	Refinements
ERIC (Educational Resources information centre) British Education Index Education Abstracts Child development and adolescent studies Educational administration abstracts (search 1)	permanent exclu* or school exclu* or disciplinary exclu* or fixed term exclu* or fixed period exclu* and school or primary school or secondary school and reason or factor or cause and England or Britain or UK Since 2004	18**	
Educational research abstracts online (Search 2)	Permanent exclusion and reason and England	2 Pirrie (2011)	1 moved to Endnote**
	School exclusion and reason and England	12 identified	2 moved to Endnote**
	Disciplinary exclusion and reasons and England	0 identified	0
	Fixed term exclusion and reason and England	0 identified	0
	Permanent exclusion and factor and England	2 identified	1 moved to Endnote**
	School exclusion and factor and England	20 identified	5
	Disciplinary exclusion and factor and England	1 identified	0

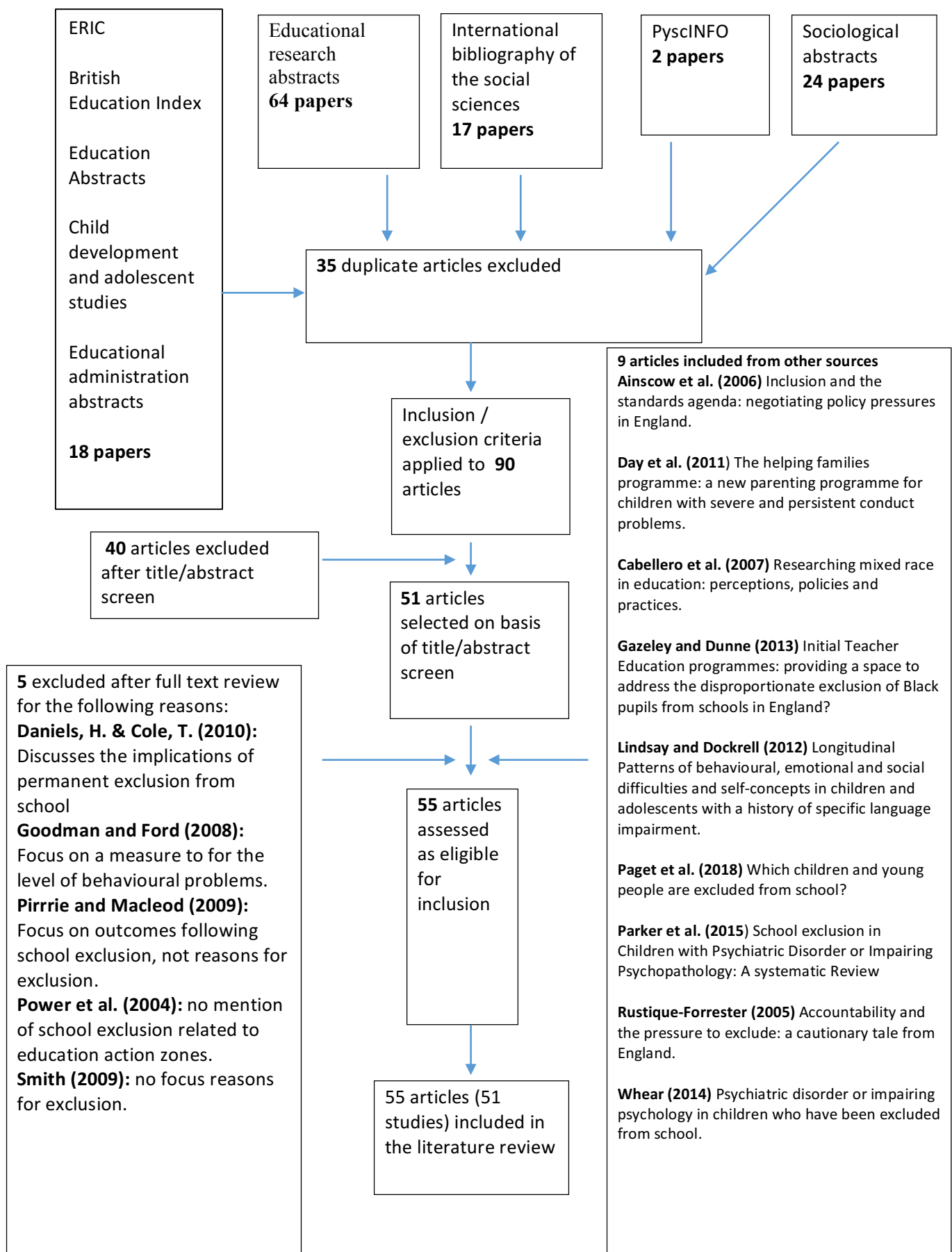
	Fixed term exclusion and factor and England	0	0
	Permanent exclusion and cause and England	1	1 moved to Endnote**
	School exclusion and cause and England	6	4 moved to Endnote**
	Disciplinary exclusion and cause and England	1	1 moved to Endnote**
	Fixed term exclusion and cause and England	0	0
	Permanent exclusion and school and England	11	9 moved to Endnote**
	School exclusion and school and England	192	58 moved to Endnote**
	Disciplinary exclusion and school and England	9	7 moved to Endnote**
	Fixed term exclusion and school and England	0	0
International bibliography of the social sciences (search 3)	As for first search	17 moved to Endnote**	
Psych Info (Search 4)	As for first search	2 moved to Endnote**	
Sociological abstracts (search 5)	As for first search	24 moved to Endnote**	
TOTAL IN ENDNOTE GROUP		124 moved to Endnote**	

**'moved to Endnote' means that where possible, the papers identified in the literature search were moved to Endnote, then duplicates of papers were removed, then a title and abstract screen was carried out.

Appendix 9 Literature review 1: Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
The of research is related to fixed term exclusion (FTE) or permanent exclusion from school	Is not related to FTE or permanent exclusion related to school
The research is about a reason or a factor related to school exclusion	The research is not about a reason or a factor related to school exclusion
Research in England's education system	Research not in England's education system
Relates to pre-school, or primary school or secondary school aged children	Does not relate to pre-school, or primary school or secondary school aged children
English language	Non English language
Carried out after 2004	Carried out before 2004
Peer reviewed journal article	Non peer reviewed

Appendix 10 Literature review 1: Flow chart of studies



Appendix 11 Literature review 2: Tabulation of search terms and databases

Database	Search terms	Results	Refinements
ERIC (Educational Resources information centre) British Education Index Education Abstracts Child development and adolescent studies Educational administration abstracts	Strategy or intervention or approach or scheme or support or ways to or initiative and reduce or decrease or minimise or lower or prevent* and risk of school exclu* or risk of permanent exclu or School exclu* or permanent exclu* or fixed term exclu* or fixed period exclu* Since 2004	11 papers moved to Endnote**	
Educational research abstracts online	Interventions to reduce school exclusion	25	11 moved to Endnote**
	interventions to prevent school exclusion	22	8 moved to Endnote**
	Strategies to reduce school exclusion	19	7 moved to Endnote**
	Strategies to prevent school exclusion	11	3 moved to Endnote**
	Interventions for children at risk of school exclusion	27	16 moved to Endnote**
	Interventions to support children at risk of school exclusion	10	5 moved to Endnote**
	Strategies for	18	7 moved to

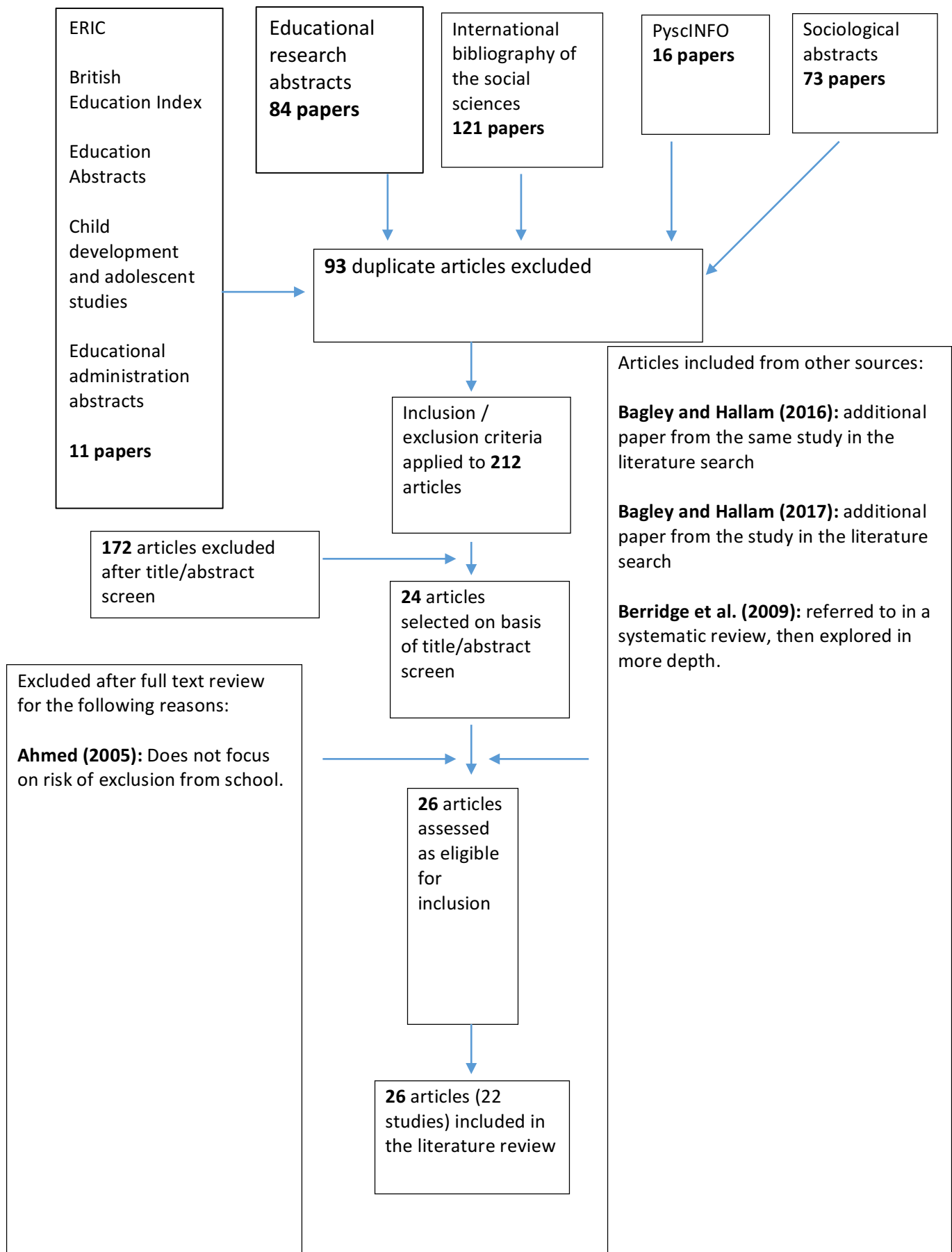
	children at risk of school exclusion		Endnote**
	Interventions for children at risk of school exclusion	27	14 moved to Endnote**
International bibliography of the social sciences	As for first search	121 moved to Endnote**	
Psych Info	As for first search	16 moved to Endnote**	
Sociological abstracts	As for first search	73 moved to Endnote**	
TOTAL IN ENDNOTE GROUP		292	

**'moved to Endnote' means that where possible, the papers identified in the literature search were moved to Endnote, then duplicates of papers were removed, then a title and abstract screen was carried out.

Appendix 12 Literature review 2: Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
Purpose of research relates to an intervention or strategy to reduce the risk of permanent or fixed term exclusion (FTE) from school	Does not have a focus that relates to an intervention or strategy to reduce the risk of permanent or fixed term exclusion (FTE) from school
Intervention or strategy where the impact has been formally assessed.	The impact of the intervention has not been formally assessed.
Research in England's education system	Research not in England's education system
Relates to pre-school, or primary school or secondary school aged children	Does not relate to pre-school, or primary school or secondary school aged children
English language	Non English language
Carried out after 2004	Carried out before 2004
Peer reviewed journal article	Non peer reviewed

Appendix 13 Literature review 2: Flow chart of studies



Appendix 14 Text of email to head teachers

Dear [Name of Head Teacher]

Primary school permanent exclusion research

My name is Carrie Gould. I am a third year Trainee Educational Psychologist at Bristol University, and currently on a two-year placement with [name of EP Service], based in [name of base]. As part of my doctoral programme, I will be carrying out research to develop an understanding of the reasons why primary schools may permanently exclude children. The research will take place in [name of area].

I would be really grateful if you could consider whether you are interested in your school becoming involved with the research. The aim of the research is to develop an understanding of how Educational Psychologists may contribute to reducing permanent exclusions in primary schools.

The objectives of the research are:

- To understand the reasons why primary school exclusions are increasing from the perspectives of a range of staff, such as primary Heads, SENCOs, class teachers and pastoral staff.
- To explore the possible contribution of Educational Psychologists (EPs) in reducing primary school exclusions, from the perspective of EPs.

I would like to interview four members of staff from your school, with a range of roles and responsibilities, and ask them questions about their perspectives and experiences of school exclusion. The interviews will take approximately 45 minutes.

You, or your PA, are welcome to contact me using the number below to set up a meeting. Otherwise I will be in touch in due course to see if you are interested in becoming involved with this research.

Yours sincerely

Carrie Gould

Tel: [Number] [Educational Psychology Service Office]

Email: [email address]

Appendix 15 School staff participant information sheet

Primary school permanent exclusion research

My name is Carrie Gould. I am a third year Trainee Educational Psychologist at Bristol University, and currently on a two-year placement with {name of educational psychology service}, based in [name of area]. My doctoral thesis will be about primary school exclusion. I am hoping you can help me with this.

Research aims and objectives

The aim of the research is to develop an understanding of how Educational Psychologists may contribute to reducing permanent exclusions in primary schools.

The objectives of the research are:

- To understand the reasons why primary school exclusions are increasing from the perspectives of a range of staff, such as primary Heads, SENCOs, class teachers and pastoral staff.
- To explore the possible contribution of Educational Psychologists (EPs) in reducing primary school exclusions, from the perspective of EPs.

Part 1: Interviewing a range of school staff

Phase one of the research will focus on investigating the thoughts and experiences of primary school staff. I will carry out this research during the first half of the Autumn term 2017, using semistructured interviews which will be recorded and thematically analysed. I am hoping to work with two primary schools and an alternative provision. I am hoping to interview approximately four staff, from a range of roles in each school. Your contributions will be used to try to help to develop an understanding of how Educational Psychologists may contribute to reducing permanent exclusions in primary schools.

Phase 2: Interviewing a range of Educational Psychologists

Phase two of the research will focus on Educational Psychologists. It will also be carried out during the first half of the Autumn term 2017, using semi-structured interviews which will be recorded and

thematically analysed. I am hoping to interview approximately twelve Educational Psychologists who are employed by the Local Authority.

The role of participating school staff

You may be interested in being interviewed. Staff participants will be interviewed individually. You will answer questions which will explore your perspective, thoughts and experience around school exclusion, and working with pupils who are at risk of exclusion or who have been excluded. The interviews will be during term 1 at a mutually convenient time. Although both your name and the name of the schools involved will be anonymised, there are limits to confidentiality and you may be identifiable from your contributions. At the end of the project anonymised transcripts of data will be stored for 20 years on an appropriate storage facility at the University of Bristol. If you have general enquiries, or want to complain about anything to do with the research, you can contact my supervisor, Professor Pauline Heslop at Bristol University (pauline.heslop@bristol.ac.uk).

Express an interest in participating in your school's focus group

If you have any further questions about the research, or the interviews, please contact me on the number or email address below. Otherwise, please complete and return the 'Expression of Interest form' which will be emailed to all staff by the school today.

Thank you for your interest in this project.

Yours sincerely

Carrie Gould

Tel: [Number] [Educational Psychology Service Office]

Email: [email address]

Appendix 16 School staff expression of interest form

Thank you very much for your interest in participating in the interviews to explore primary school exclusion, which will be run at your school during term 1.

I am hoping to select approximately four participants, with a range of experiences of working with pupils to interview. Please complete the form below so that I can make sure that there is a range of participants selected.

Thank you very much for taking the time to complete this form. I will let you know whether or not I would like to take up your offer of being interviewed in due course.

Name: _____

Role: _____

Please explain how your role has involved working with pupils who are at risk of exclusion who have been excluded:

--

How many pupils did you work with last year who were at risk of permanent exclusion? ____

How many pupils did you work with last year who were permanently excluded? _____

Name of school: _____

Length of time at school in your current role: _____

Length of time working in education: _____

Please return this 'Expression of Interest' form to Carrie Gould [Email address] Many thanks
--

Appendix 17 Text of email to EPs

Dear EP Colleague

Primary school permanent exclusion research

My name is Carrie Gould. I am a third year Trainee Educational Psychologist at Bristol University, and currently on a two-year placement with [name of EP Service], based in [name of base]. As part of my doctoral programme, I will be carrying out research to develop an understanding of the reasons why primary schools may permanently exclude children. The research will take place in [name of area].

I would be really grateful if you could consider whether you are interested in becoming involved with the research. The aim of the research is to develop an understanding of how Educational Psychologists may contribute to reducing permanent exclusions in primary schools.

The objectives of the research are:

- To understand the reasons why primary school exclusions are increasing from the perspectives of a range of staff, such as primary Heads, SENCOs, class teachers and pastoral staff.
- To explore the possible contribution of Educational Psychologists (EPs) in reducing primary school exclusions, from the perspective of EPs.

I would like to interview you and ask you questions about your perspectives and experiences of primary school exclusion. The interviews will take approximately 45 minutes.

You are welcome to contact me using the details below if you have any questions. Otherwise, please find a participant information sheet attached and complete the expression of interest form. I will be in touch in due course to see if you are interested in becoming involved with this research.

Yours sincerely

Carrie Gould

Tel: [Number] [Educational Psychology Service Office]

Email: [email address]

Appendix 18 EP participant information sheet

Primary school permanent exclusion research

My name is Carrie Gould. I am a third year Trainee Educational Psychologist at Bristol University, and currently on a two-year placement with [name of educational psychology service], based in [name of area]. My doctoral thesis will be about primary school exclusion. I am hoping you can help me with this.

Research aims and objectives

The aim of the research is to develop an understanding of how Educational Psychologists may contribute to reducing permanent exclusions in primary schools.

The objectives of the research are:

- To understand the reasons why primary school exclusions are increasing from the perspectives of a range of staff, such as primary Heads, SENCOs, class teachers and pastoral staff.
- To explore the possible contribution of Educational Psychologists (EPs) in reducing primary school exclusions, from the perspective of EPs.

Part 1: Interviewing a range of school staff

Phase one of the research will focus on investigating the thoughts and experiences of primary school staff. I will carry out this research during the first half of the Autumn term 2017, using semistructured interviews which will be recorded and thematically analysed. I am hoping to work with two primary schools and an alternative provision. I am hoping to interview approximately four staff, from a range of roles in each school.

Phase 2: Interviewing a range of Educational Psychologists

Phase two of the research will focus on Educational Psychologists. It will also be carried out during the first half of the Autumn term 2017, using semi-structured interviews which will be recorded and thematically analysed. I am hoping to interview approximately twelve Educational Psychologists who are employed by the Local Authority. Your contributions will be used to try to help to develop an understanding of how Educational Psychologists may contribute to reducing permanent exclusions in primary schools.

The role of participating Educational Psychologists

You may be interested in being interviewed. Participants will be interviewed individually. You will answer questions which will explore your perspective, thoughts and experience around primary school exclusion, and working with schools where there are pupils who are at risk of exclusion or who have been excluded. The interviews will be during term 1 at a mutually convenient time.

Although both your name and the name of the schools involved will be anonymised, there are limits to confidentiality and you may be identifiable from your contributions. At the end of the project anonymised transcripts of data will be stored for 20 years on an appropriate storage facility at the University of Bristol. If you have general enquiries, or want to complain about anything to do with the research, you can contact my supervisor, Professor Pauline Heslop at Bristol University (pauline.heslop@bristol.ac.uk).

If you have any further questions about the research, or the interviews, please contact me on the number or email address below. Otherwise, please complete and return the 'Expression of Interest form' attached.

Thank you for your interest in this research.

Yours sincerely

Carrie Gould

Tel: [Number] [Educational Psychology Service Office]

Email: [email address]

Appendix 19 EP Expression of interest form

Thank you very much for your interest in participating in the interviews to explore primary school exclusion, which will be carried out during term 1.

I am hoping to select approximately 12 Educational Psychologists, with a range of roles and experiences to interview. Please complete the form below so that I can make sure that there is a range of participants selected.

Thank you very much for taking the time to complete this form. I will let you know whether or not I would like to take up your offer of being interviewed in due course.

Name: _____

Role: _____

Please explain how your role has involved working with primary pupils who are at risk of exclusion or who have been excluded:

How many primary pupils did you work with last year who were at risk of permanent exclusion? ____

How many primary pupils did you work with last year who were permanently excluded? _____

Length of time in your current role: _____

Length of time working for [Local Authority]: _____

Please return this 'Expression of Interest' form to Carrie Gould
[Email address]
Many thanks

Appendix 20 Consent form

Please tick the boxes and sign at the bottom to give your consent.

- ☐ I understand the research and its purpose, from reading the information sheet and asking questions when necessary.
- ☐ I understand that the interview will be recorded and that the recording will be transcribed and analysed by Carrie Gould.
- ☐ I understand that although my contribution will be anonymised, I may be identifiable to people who read the research.
- ☐ I understand that at the end of the project, anonymised transcripts of data will be stored for 20 years on an appropriate storage facility at the University of Bristol.
- ☐ I understand that my contributions will be used to try to help to develop an understanding of how Educational Psychologists may contribute to reducing permanent exclusions in primary schools.
- ☐ I understand that at any time before or during the research I am able to withdraw from the research.

Signature: _____

Print name: _____

Role title: _____

Date: _____

Phone number: _____

Email address: _____

Appendix 21 Topic guide

About the person

Personal details and explanation of their role in school.

When professional started in their role / their previous professional experience /

Clarify approximate number who were at risk of permanent exclusion who were worked with / how many children who were permanently excluded

About experience of working with pupils who were at risk of permanent exclusion:

Why they think the pupils were at risk of permanent exclusion – what made this group 'at risk' / what was happening with the pupils at school / why do they think this was happening / what was their role in working with the pupil / what was the role of others / what helped the pupil / what did not help the pupil /

About experience of working with pupils who were permanently excluded:

Why they think the pupils were permanently excluded– what made them permanently excluded / what happened with the pupils at school / why do they think this happened / what was their role in working with the pupil / what was the role of others / what helped the pupil / what did not help the pupil /

What helped professional in their role, why?

What did not help the professional in their role, why?

About reasons for national increase in permanent exclusion from primary school:

Why they think there has been an increase in exclusions from primary schools nationally? Possible reasons? Why?

About what the role of Educational Psychologists could be in reducing the exclusion of pupils in primary school

Previous experience of working with EPs / current perception of EP role, their direct experience of working with EPs, how they are aware that EPs currently support staff and pupils in the primary school **(school staff only)**.

Thoughts about opportunities for future work with EPs what they would like to see EPs doing / when / where / who with / at what stages / why **(school staff only)**

Thoughts about opportunities for future work for EPs what they would like to see EPs doing / when / where / who with / at what stages / why **(EPs only)**

Appendix 22 Transcription guide

- Use Ariel, size 12, normal
- Set 'Page Layout' as Landscape
- Use EP1, Staff 1 for name of interviewee through out (the appropriate anonymised name will be the title of the sound file)
- Use 'Int' for me
- This is not discourse analysis, so there's no need to transcribe in huge detail, such as (...) for pauses, or 'uhm' and 'ahhs' when I am actively listening.
- If you can't understand any language used, please type [inaudible]
- Please anonymise people's names within the transcript, e.g. if a pupil's name is used, type [pupil's name 1] for as long as the participant talks about the same pupil, then [pupil's name 2] etc.
- If a colleagues name is used please anonymise, type [name of teaching colleague 1], etc.
- Please anonymise place names within the transcript, you could use [name of LA] or [name of area base] or [name of town] or [name of village] etc. as appropriate.
- You don't need to use punctuation in the speech, apart from capital letters when the participants / me start talking – I am currently considering punctuation.
- I'm sure that lots of things will come up that I haven't thought of, so let's keep communicating and add to this list!

Appendix 23 Sample of coded transcript

Int: What reasons would you give for an apparent rise in primary school exclusions?

Staff 2: Sometimes the legislation changes and the thresholds that you need to meet before a child can be excluded change. And the wording sometimes changes as well, so there are like little loopholes that schools can use if they felt that they didn't want either to take those children in the first place or not to have to hang on to them for as long as they might have to. Although all schools take their test results very seriously because we have to, because that's how we're measured by Ofsted, we will absorb quite a lot and not be completely focused on these test results. We're more interested in what we can do for those children and how we can get them ready to move on to secondary. So it's a seven-year journey for us

and it's about, if that child is not in a good place to learn, then we'll do something else with them and if they're not meeting their milestones that's of secondary importance to what we're doing emotionally to help that child. I don't think all schools are in the same position as we are and they aren't as lucky in that they haven't had to deal with so many problems because their intake is different. They will have different problems to us but they won't have the same ones and that we don't feel the same pressure that some schools do, to be this really high achieving school, so if children are interrupting the lessons we will keep going with it as long as it's not hugely detrimental to the other children because we know in the end it will be worth it. If that kind of makes sense.

Int: Are there any other reasons? That you want to give for the apparent rise for exclusions?

Changing
educational
landscape /
legislation

Changing
educational
landscape /
Performative
pressures

Changing
educational
landscape /
Performative
pressures /
Contrast staff
school
pressures with
others.

Changing
educational
landscape /
Performative
pressures
/Emotions of
pupils and link
to learning.

Changing
educational
landscape /
Performative
pressures /
response to
pupils

Staff 2: Lots of changes in how our parents can access benefits and the pressures on them to go back to work. So we do have parents, a lot of parents with mental health issues and that can sometimes be the breaking point for them and then obviously that has such a huge impact on the family. It is an interesting place where our children live its almost a little enclave, with its own rules and regulations [laughs] there tends to be quite a lot of self policing out on the estate and there can be, at some points the crime rate is quite high and there are other times it calms down so at the moment there is a lot of drug activity out on the estate and obviously that has effect on the parents well being as well and for the levels of violence that are out on the estate as well and that has an impact on our children and sometimes you get a reaction to that so arrest rates are high at some points and low at others, so sometimes families are being broken up and then you have the whole parent in prison to deal with as well. [Section omitted because of identifiable information]

Changing demands of staff skills / challenging homelife / Benefits changes

Changing demands of staff skills / challenging homelife / Parental mental health

Changing demands of staff skills / challenging homelife / Parents and drugs complex homelives

Changing demands of staff skills / challenging home life / Parent in prison

Int: Okay, is there anything else that you want to add to that?

Staff 2: Not really, no. I'm trying to be careful about how I say things and I don't want to paint this area as an absolutely horrendous place to be because it isn't, it really isn't. I obviously wouldn't work anywhere else, I have been here for a very long time and I kind of understand how things work and you can see that some of these people are amazing that they cope with these issues in their day to day life, and some people can't.

Changing demands of staff skills / Challenging home life Parents ability to cope

Int: Okay so the final section here is about the role of the educational psychologist and what the EP's role could be in reducing the exclusion of pupils okay. What's your previous experience with working with EP's?

Staff 2: It's been really good, really positive. Very supportive and since it became a traded service it's much easier because before that, before that it was quite tricky. I think at one point we were allocated a certain number of visits a year and for somewhere like us that can be a bit limiting. And it means it was difficult sometimes to follow things through. So now it's a traded service and we can buy in the sort of support we want and trade it off against different things. Like one child was going to be doing part of the videoing course last year, so it meant that we could use some of the sessions we had bought to support that. And it's quite flexible with what we can do, it's been really helpful. We've worked with EP name for a long time now, so she knows our children and sometimes she's coming in and she's doing an assessments four years after her previous assessment, so she can see and she has a really good understanding of our children and there's lots of things that we can access through the EP service, training and things. And there's a lot at the moment around mental health and resilience and attachment and that kind of thing which are quite key for our children. That makes it a lot easier for us to be able to do the sorts of support that we need and then [EP name] will come in and do things tailored to those children, like the one who did get excluded eventually but she did come and do some anger management work with him and she's another point of contact with our parents as well because sometimes the relationship with us does break down for

School level /
Systemic
approaches
/Traded service
issues

School level /
Direct work with
pupils / Family
work

School level/
Supporting staff /
relationship with
link EP

School level/
systemic
approaches /
specific
training by
EPs

School level /
Direct work
with pupils /
Value of EP
relationship
with parents

whatever reason or there are things that they won't say to us because they're anxious about what we might do with that information because obviously in the safeguarding role we might have to pass that on a referral, whereas they can have a different relationship with [EP name] and she can talk to them in a different way, and she's really good with them.

Appendix 24 Sample of codes and themes

Theme	Codes	Data examples
Reduced Resources	Cuts related to academic attainment pressures	<p>EP2: <i>Then there's the cuts in funding for schools which makes it even harder to meet the needs of the children that aren't there I mean sorry the children that are struggling, they aren't meeting like the norm that there isn't really that norm.</i></p> <p>EP7: <i>I think schools would say budgets and pressures within the school and the focus on reaching levels and when children aren't able, ready to learn actually that impacts them not just on that child but on the rest of the school, the rest of the class, you've got to think about the other children and the pressures in terms of staffing and budgets, I think there's that.</i></p>
	Cuts related to external services	<p>EP3: <i>I think that children could get a bit lost within the systems as well and so the cuts that you have to specialist teams and even like with trading with EP's now we could help a lot more with preventing exclusion.</i></p> <p>EP6: <i>Broadening impact of, socio-economical impact of government cuts in other services, where we're starting to see the effect of that now.</i></p> <p>Staff 4: <i>I think those barriers have always been there I think that the problem is that if you look at it's about, again going back to the same issue, we work really closely with the Children's Centre although the children's centre as such exists in name only all the universal services have been stripped out, so it's not a Children's Centre anymore it's a very targeted provision and we'll see over the next few years where people are being picked up and supported and the thin end of that wedge go that way before things come out of hands. We also see a significant increase in challenging behaviour from children when they arrive here, without a doubt. So it would appear that those challenges have increased it's just actually no the number of challenges is probably stable. It's just the support to deal with those challenges has shrunk so therefore it appears that it's increased but it hasn't it's just that there's less out there to help parents and children you know so I'm not, I'm not sure I'm not sure whether its increased but the impact of those challenges have increased</i></p>
	Cuts related to early intervention	<p>EP2: <i>There's cuts to be able to get the support that you want so there's kind of systems to support these children at a higher level and so you might have a child that's at risk of exclusion and then maybe the support</i></p>

		<p><i>isn't offered soon enough or you know such and such is .. some.. the professional that might be involved might have changed and someone else might become involved and then it takes a long time to.</i></p> <p><i>EP2: Maybe that there isn't the support early enough to make sure that this child isn't going to become excluded and that's all I guess down to the money and the people on the ground.</i></p>
	Cuts and competing pressures	<p><i>EP6: We've also got a situation where we are having funding cuts left right and centre, you know schools genuinely haven't got a lot of money and they can't afford to do this that and the other for these kids. And you can we've got to see it from their point of view. From a head teacher's point of view he's got a teacher about to go off on stress, with the unions in, he's got a need to raise attainment and no money you know and suddenly excluding a child doesn't half look attractive. And in fact the school is rewarded for excluding the child because now, they don't have to deal with it.</i></p>
	Cuts impact on families	<p><i>EP8: I think, if you want to look at it on a macro level, you have a level of austerity for the last six, seven years and as the squeeze gets tighter, it's the ones on the edge that drop off and often parents that perhaps were slightly struggling financially or emotionally to cope, they're the ones that get affected most and often they're the students whose behaviour deteriorates most at school because home is less structured.</i></p>
Readiness for school	Language in reception	<p><i>EP1: I think language levels in children now going into reception probably being in some areas much weaker than it should be</i></p> <p><i>EP9: We also have the first generation of children coming through who a number of them, would have had, or do continue to have very little high quality interaction with their own parents, through play, through conversation, through dinner times through outings. You know, I'm thinking I suppose I'm thinking specifically about like the sort of ubiquitous nature of technology in the home you know just sitting on the train the other day just a mum and a dad probably younger than me, I'm only twenty nine so you know so probably younger than me on their phones with two twins in the buggy just and as a psychologist watching those children who were about three, thinking ok three they're quite big to be in the buggy actually, but also they were trying every strategy under the sun to get their parent's attention. Screaming, laughing, pointing, throwing the crisps on the floor, hitting the balloon that</i></p>

		<p><i>was attached to the buggy, you know clapping hands and no response at all and that carried on for about fifteen minutes. So you know, I think that's a factor as well you know if we think about behaviour being communication and actually opportunities for development of good communication skills in the home maybe reducing, I think that's a factor when children go to school and you know if we think about the frustration and the aggression hypothesis and they can't communicate, frustration increases so you know at the point of frustration then aggression may then, you know which then gets punished, so yeah I think there's something in there as well about quality interaction with parents, so that may be a factor in terms of this supposed rise.</i></p> <p><i>Staff 8: I believe so, yeah, I think you know, kids are, they need all of that in the first three years of their life and they're not getting enough you go into a restaurant and you see families round the table and the baby is in a highchair with an iPad so they can have a chat well actually, what's actually wrong with talking to the baby and getting them to converse with you and learn how to sit at a table and wait, instead of constantly being stimulated. Kids don't know how to wait anymore or be patient, they expect it all now</i></p>
	Use of technology	<p><i>EP5: With regards to children I think there is I've have a bug bear about screen time and lack of play obviously coming from an early years background and my thesis was around play it's so important play to learn cultural skills, social skills and I think if they don't have those opportunities to play I mean quite often at home they're on screens you know you're relying on the nursery to provide good play and again from my thesis that isn't always possible so I think there's a lack of learning through play in the very early years which is impacting on children's behaviour</i></p> <p><i>Staff 8: It's going to sound awful I think parents are getting lazier with the laptops and tablets and Xboxes that are so easy for them to go go and play on that while I sit on my phone on Facebook, again not all of them please don't think I'm dissing everybody, but there are a proportion of parents that, they don't interact with their children, they don't teach them the social skills. My colleague over at the infants school was saying the other day about half of the children that have just come up to Reception they still can't talk in a proper sentence because they have not been shown they haven't been spoken to they're just watching videos.</i></p>

	General readiness to learn	<p><i>EP7: I think, for the younger ones as well, I think schools would say that children aren't coming into school ready to learn and again that pressure that they've got to reach certain levels. I think for those younger ones, but I think rather than working at where they are, schools are working at where they should be, and that's not always in the same place, if that makes sense</i></p> <p><i>EP9: For particular children, it's I think, it was a lack of knowing how to respond in any another way, for a variety of life experiences and events they hadn't learnt how to deal with some of theses things, even if we think about some of the key concepts around at the moment around attunement and attachment, you know that actually there was a lack of attuned relationships early on and so to keep the core skills that children need in terms of self-regulation, understanding, self management, appreciating different physiological states, all that sort of stuff is just not there and then you're confronted with twenty seven other children who have demands, when you're being told to do something that you feel is far beyond your worth or your value or your skills, and so you know although they may have, you know, I said what was happening to them was an outburst that was interpreted as x y z, I think what was happening to them was an experience of extreme emotion, which in itself is probably incredibly frightening, but in the situation that was probably quite frightening. And responding, how we would all respond if we were confronted with extreme threat or perceived extreme threat, either through sitting down or fighting back which you know is clichéd fight or flight stuff isn't it?</i></p>

Appendix 25 Extracts from reflexivity journal

Extract 1: September 2017 after interviewing first EP

Having interviewed my first EP it has really focused my mind on the challenges involved in the interview process. EP1 was fascinating. I felt very privileged to have the opportunity of an experienced professional totally focussing on explaining their opinions and experiences about primary school exclusion. I didn't realise how the EP description of their role, and how they'd worked with pupils who'd been excluded would be so pertinent to many of my own experiences and the way I am approaching my day to day role. But it is so difficult not to ask questions about interesting things that may not be directly related to the research.

I was aware during the interview that I had to not interrupt the participant and make sure that they were able to communicate all that they wanted to say. When I listened back to the recording this evening, there were instances where I interrupted and this is an aspect of my interviewing skills that I'll work on. Also, I am going to discuss with my supervisor the issues around timing – the balance between ensuring that participants have an opportunity to coherently explain how they've worked with pupils previously, as well as enough time to elaborate on what they think are the reasons for increasing numbers of exclusions from primary school and possible EP contribution is quite a tricky.

Extract 2: October 2017 after a day interviewing four staff

Today was very intense. I interviewed all the staff from School 1 and each of the participants was so different in the way that they communicated and related to me, which was something I didn't expect. I was interested that they all said they were happy not to be anonymous in the write up, because I had thought this was something they'd want (obviously I will make sure they're anonymous as I'd said I would). I felt that the interviews went well – because I now have a much clearer understanding of school staff perspectives about the reasons for increasing numbers of exclusions and how EPs might contribute to reducing exclusions. I think that I have shifted the focus better (following supervision), to asking whether this is the way that participants would usually work with pupils, when they're talking about specific cases, to allow for broader thinking about some of the issues and challenges, but still my time management during interviews remains an important aspect to work on.

I came away from the interviews with a feeling of admiration for the school staff who describe some very challenging situations in which they work. I felt that the staff communicated real compassion for the pupils and their families, and an awareness of the challenges that the families may be facing in their day to day lives (such as addiction, increased financial pressures and mental health problems). I was surprised by the emotions of the class teacher who was talking about a pupil who had been excluded, and was really sad, almost crying, as she talked about his exclusion from school.

Factors within the school leadership itself were not referred to by any of the staff, which was surprising, maybe, but the Head had selected participants. I don't think school leadership has emerged as a factor in the wider reading I have done...but will have to check.

I didn't expect to hear such a range of responses in the way that staff consider the 'increasing' numbers of exclusions. It was interesting that one member of staff drew significantly on her own upbringing to talk about issues related to how children would arrive at school, and compare her own nurturing upbringing with the home experiences of pupils who were at risk of exclusion.

Extract 3: October 2017 a day after interviewing four teaching staff

After another day of interviewing school staff in the second school, I am really keen to look again at how the staff explained increasing school exclusion in the first school in more detail. I was left with a strange sense that there was something about power in the second school, almost a power struggle, where the parents were described in a way that they were distinct from the school or separate from the school. This meant that the onus was on parents and pupils to comply with the schools' behaviour policy and expectations, rather than the school having the approach that they should support the pupils and families to help the pupil be the best that they can be. Maybe this is the school's way of helping pupils be the best they can be?

For me, this was surprising because it was unexpected and reminded me of working in previous schools where this was an attitude from some possibly more traditional staff who could have quite a rigid, 'no nonsense' approach to behaviour. Over the course of my EP training I have tried to take an approach to consultation which is non-judgmental, calm and centred. This is informed by psychoanalytic approaches, where when I'm working with children and parents, I can become more

aware of the emotions that people who I'm speaking with are projecting onto me. There was a strong sense that the staff in the school were doing their best, but they seemed almost frustrated and patronising towards some of the parents of pupils at risk of exclusion.

I had a real ethical issue during one of the interviews, and I would change my response should a similar situation occur in the future. A member of staff was late for an interview, and outside the door, she said to a pupil that he had to wait at a table outside the room where I was carrying out the interviews, while we were talking. I don't know if he was given a book to read or an activity to do. I said to the participant that if it wasn't a convenient time, I would be able to come back at another time, and offered her a chance to reschedule, but she said that the time we had arranged would be fine. I carried out the interview – she answered briefly compared to her colleagues, and at the end of the interview she said that she did not have anything else to add. I don't know if it's ever appropriate for a pupil to be left outside a room for twenty-five minutes, but by not asking her about what the pupil was doing, or why, I was complicit in what happened to him at school. I think that I put my own research ahead of the pupil's needs in this situation, and if a similar situation arose in the future I would not do this. As a researcher, I am primarily a trainee EP and guided by the EP BPS Code of Ethics (2014). Reflecting on this, I understand that EPs need to be guided by key aspects of respect, competence, responsibility and integrity (BPS Code of Ethics, 2014, p9), and because EPs carry out work which is with multiple stakeholders, we have a responsibility to children, parents and staff at the same time. The BPS Code of Ethics (2014) is underpinned by the Kant's second formulation of the Categorical Imperative, 'Treat humanity in your own person and that of others always as an end and never only as a means' (p4). Consequently, should this situation arise again, I would ask more questions about the pupil. There may have been a justifiable reason for the pupil to be waiting outside the room, he might have been reading a book quietly, or might have wanted to be near the member of staff. Alternatively, the staff member might have prioritised participating in the research above working with the pupil, and I should have questioned whether this was appropriate. I understand that there may have been a range of reasons for this situation, but it could have been better understood had I asked more questions to the member of staff at the time. If this situation arises in any remaining interviews, I will make sure that I ask appropriate questions to the staff member.

Extract 4: January 2018 Initial coding for preliminary findings

I have spent the Christmas holidays going through each of the 21 interviews and coding the data for the Jan 19 deadline as agreed with the LA Consultant. I know that I have immersed myself in the data and because this is the second time round, I am much more familiar with the codes and themes that I've identified, but I know that I am really struggling to get to between five and seven themes, as suggested by Creswell (2014) and Braun and Clarke (2006). But I know that when I try to winnow the data quickly there is a risk of misrepresenting what the participants are saying. And there is so much data. Because I am working to the time pressure of this first deadline, when I said I'd give preliminary findings to the LA Consultant about the perspectives of school staff and EPs on the area of primary school exclusion, I know that I have a professional commitment to provide something, but I don't want to misrepresent what participants have said. I think that if I initially provide feedback at the levels identified by Rustique-Forrester (2005), focussing on external factors, school factors and child factors, but adapt this slightly, to focus on national factors, LA factors, school factors and pupil factors it reduces the risk of misrepresenting the data....it's a tension between working to this really tight deadline for the LA and what thematic analysis should actually look like. It is taking me much longer than I expected. That said, it seems to me that the different levels identified above work better as a way of looking at the EPs role in reducing school exclusion than they do for capturing what participants are saying are the reasons for school exclusion.

Extract 5: June 2018

I have a growing awareness of the way that a better understanding of previous research helps me to understand the data and structure the whole thesis, because I have changed the way that I am writing the literature review again. My first attempt at the literature review in November involved focussing on literature which was linked to school exclusions and the role of the EP as a whole, but the feedback was that my writing was incoherent...I think I had been trying to condense too much and struggled with the structure. In the second attempt in March, I just focused my literature search on literature which looked at 'perceptions' of those involved in the research, but it didn't sufficiently allow me to explore what the research said about the reasons for exclusion or the role of the EP, my analysis kind of tilted and misrepresented what previous research actually said about the broader picture. I am now re-writing my literature review in two sections: the first search looks at reasons for exclusion, and the second search looks at the interventions and strategies to reduce the risk of

exclusion. This has given me a better structure for the literature review and a better understanding of previous research.

I think that this has informed a shift in thinking about how I consider the data too, maybe this is also because I have had more time to look at the codes and themes and make sure that they are coherent and justifiable. I think these are questions about the validity of the data. Also, the importance of considering 'perceptions related to schools' has meant that I have a different way of thinking about the data. I think that through being explicit about this, the study as a whole makes more sense, but in some ways I wish I had known that I was going to think about the data like this at the start, because I might have shaped the questions to participants differently. But the disadvantage of shaping the questions differently, might have been that the participants were steered to a focus on schools which might have lost some of their broader considerations of the issues when they were given more freedom to simply explain how they worked with pupils and what they thought the reasons for increasing exclusions were. I think that there would have been pros and cons to either approach. It has really driven home to me though, the importance of being explicit about how themes are identified during the process thematic analysis. Particularly when I compare the first themes I identified over Christmas (which included identifying EP and staff emotional responses to pupils), with the three key themes that I've identified now. Also, I think this analysis allows me to identify some of the differences in thinking that were between schools too.

In terms of the role of the EP, I think that the approach of looking at themes as where EPs could support primary schools to reduce exclusion (National, LA and school level), then finding themes around those, then finding themes within these is the clearest way to identify what participants were saying. This aspect of the research has always seemed 'flatter' to me. I wondered if this could be because I have not picked out salient themes so effectively. I am coming round to thinking that it is because there is something qualitatively different in the nature of the question which is being researched: being asked about the functions of someone's role is very different from being asked about the reasons for school exclusion. Obviously, school exclusion is something that everyone has an opinion about, because it is an issue that comes up in the media and everyone has been to school. Whereas, participants had different experiences of working with EPs and possibly answers reflect this. How EPs conceive of their role (particularly in terms of child advocacy and LA work), seems quite different to staff perspectives.